For Joshua

Milestone Maths C4
by
Kathy Gonzalez

Answers

Milestone

Milestone Maths C4

First Edition (2025)

milestonemaths.com.au

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Introduction

This is the fourth book in Milestone Maths level C. It contains 40 lessons and is intended to be used by an average student in term four of year two in an Australian school year. This allows for four lessons per week in a regular term. If desired, the fifth day may be used to complete any outstanding work, for review, or extension or for some of the practical/enrichment activities that are suggested from time to time in this book and on the Milestone Maths website. You may also elect to complete a drill on the fifth day or to take a break from maths. Please see the next page for advice on how to structure and pace lessons for children with special needs.

Resources

The only essential resource for this curriculum is a set of Sumstix (also known as Cuisenaire rods). These may be purchased from the same place that you obtained this book. Optional resources include Number Bond Flashcards and Number Game Cards. Check the Milestone Maths website for details.

www.milestonemaths.com.au

Parent Involvement

Milestone Maths is designed to foster independent learning as quickly as possible. For this reason, parent instructions are kept to a minimum and are contained within this book. The next few pages contain introductions to each of the milestones and some teaching notes for selected lessons. It would be a good idea to consult these pages when your child commences each milestone. If you child is not yet reading, you will also have to read the instructions for each lesson.

At this level, it is still advisable to demonstrate examples practically whenever possible. So, when counters or Sumstix are drawn in the student instructions and examples, you should recreate the same examples using actual concrete materials - use whatever items you fancy for counters (buttons, beans, beads, small toys, found natural materials etc). Also, when algorithms are described in the text, it would be a good idea to demonstrate the same examples by writing out each example on a separate piece of paper or a black/whiteboard one step at a time. After you have completed the demonstration, which should only take a few minutes, you should read the instructions with or to your child and make sure that they understand them, then allow them to complete the rest of the lesson on their own. You may need to read word problems or instructions for review activities that are not yet familiar to the child.

Questions or comments?

If you have any questions whatsoever about any aspect of this course's implementation, or if you need help understanding any maths related concept, please do not hesitate to contact the author at author@milestonemaths.com.au

Extension Work

Some activities in this book are marked with a graduation cap icon.  These activities are more challenging and intended to stimulate the more advanced students. Use your discretion as to whether require your child to attempt these activities. If the child is keen to have a go, let them do so, but give them help as and when they need it but respect their wishes if they refuse help - the struggle to find the solution will do them the world of good.

Drills

Drills are an essential part of learning in mathematics. A drill is located at the end of every lesson. If your child does not have the patience to do these drills, please see the Milestone Maths website for suggested alternatives. Visit milestonemaths.com.au/not-negotiable/

Adaptations for Children with Special Needs

If your child has special learning needs, there are a number of adaptations possible.

For older yet illiterate students: you should read all instructions to the student just as you would to a young child that is still learning to read.

For children who have difficulty writing: you may act as scribe and have the child tell you what to write. When numbers or equations are required, have the child "build" the answers using the number game cards. Also, you may use the number bond flashcards for drills instead of the written drills or you could treat the written drills as oral drills until writing is easy. Unless the child has a physical handicap that makes writing difficult or impossible, I would suggest that you gently encourage them to do more and more writing on their own every day. Begin by taking turns with the pencil - you write one number then the child writes one, etc and slowly increase the amount of writing that your child does until they achieve independence.

For children who need a slower pace: some lessons could consist entirely of warm up/review activities or the student book activities could be assigned over two or more days.

Extra writing practice can be done on a reusable drawing board (eg whiteboard, LCD tablet, etc.), on scrap paper or in a separate exercise book.

For children who need a faster pace: If your child is finding the lessons very easy and is learning the concepts quickly, you may consider doing two lessons a day and completing the Review and Practice section of only one of the lessons. Special care needs to be taken that the child is mastering the drills at this pace as well. Over learning is always a good thing, however, a particularly bright child will need to be challenged to maintain motivation.

Parent Notes

A note on Reviews

In virtually every review in this book there appears a counting activity. When taken together, these activties will have the child counting from 0 to 1000 by the end of term. These counting activities, though simple, are very important because they help the child develop a "number sense" which will be very handy when they come to working with larger numbers and will make learning how to add, subtract and multiply these numbers easier.

Milestone 16

Introduction

This milestone follows on from the similar ones in level B and introduces the concept of 1/8. It also shows how Sumstix may be used to represent fractions. This will be put to use more in level C where students will be finding arbitrary fractions of numbers and quantities.

Teacher Notes & Student Independence

As the aim of this curriculum is to create independence in the child as early as possible, the teacher notes are being deminished from this point forward. Only vital points or those which may be mis-understood will be addressed where necessary.

At this stage, the student is probably not entirely ready for full independence, so it is recommended that you read the student book with your child and paraphrase any explanations that are not clear to them. Also, you may wish to use concrete materials (usually Sumstix) to demonstrate the examples given in the lesson.

Lesson 121

The drill for this lesson is the first drill practicing multiplication. It covers only the two times table, so if your child has properly mastered the double addition facts, it should be fairly easy. In case your child still needs support with these facts, the first ten questions (reading down the first column) are in sequence so your child only needs to count by twos to find the answers. This pattern will be repeated every time a new multiplication table is introduced in the drills.

Lesson 122

The fractions shaded in the Lesson Practice on page 8 reveal a number of equivalent fractions. For example, 2/8 = 1/4 and 4/8 = 1/2. The observant child may notice this, most probably will not. If your child does notice it, you can praise them and may even wish to look for other equivalents in the fractions the child already knows (for example 2/4 = 1/2) but it is unnecessary to do so at this stage. If your child does not notice the equivalent fractions, it is best to keep quiet about them at this stage. We will get to it in due course.

Lesson 123

This lesson is optional as it is an advanced concept. However, it would still be a good idea for your child to complete the review and practice activities - or at the very least the counting activity (the last one on page 15).

Milestone 17

Introduction

This milestone introduces the child to bar graphs. At this age the child will only be making simple bar graphs and obtaining basic information from the same.

In later years we will look at important considerations when making and interpretting graphs, such as the selection of appropriate scales and labels on the axes.

Milestone 18

Introduction

This milestone introduces the child to analog clocks and the calendar.

Learning to read the time is a very useful skill and best learned in practice, so make a point of asking your child to tell you the time several times during the day.

There are many "teaching clocks" on the market but purchasing one is totally unnecessary. It is much better to use a real clock and ask the child to read the time in real life, every day contexts.

If you don't have an analog clock, buy a cheap wall clock from a variety store or online and hang it in your child's bedroom. These clocks are always battery powered and use very little power: I usually use 'spent' batteries (from high power devices) in them and they run fine for months.

Simiarly, for reading and keeping track of the date. If you don't have one, buy a cheap wall calendar and have your child read off the date often. You can also use it to record important dates for your family, like birthdays and anniversaries, or to record up-coming outings or events. Your child will enjoy being involved in this activity.

Milestone 19

Introduction

This milestone introduces the concepts of left and right as well as ordinal (or positional) numbers, eg 1st, 2nd, 3rd etc.

These are concepts that are easy to practice in every day situations and you should look for opportunities to do so.

Lesson 137

As a logical thinking extension, you may like to ask your child to identify what each row of creatures has in common. The first row are all sea creatures, the second row contains flying creatures and the last row contains mostly land animals (the frog is obviously both a land and water creature).

Milestone 20

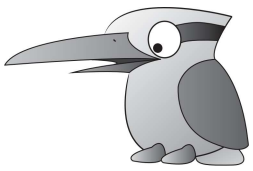
Introduction

This is a final review of the year's work. Nothing new is introduced but this unit should not be omitted. It can function as an extended "final exam" and you should use it to determine if there are any concepts that your child has not fully mastered which may need to be reviewed before moving on to the next level.

Hi! Cookie Kookaburra is reporting back for duty.

This term we're going to look at:

- sharing a pizza between eight people;
- bar charts;
- reading an analog clock (one with hands);
- position in a queue; and
- mapping skills.



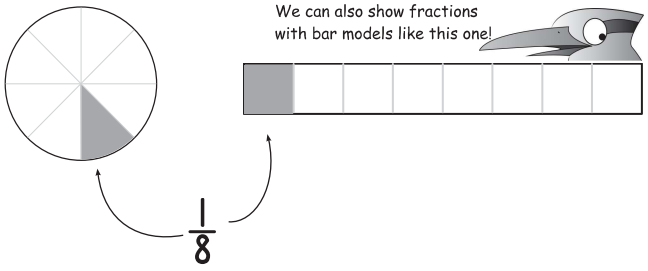
There are lots of puzzles and fun activities waiting for you, so get yor brain into gear and let's get started!

Lesson 121

Fractions

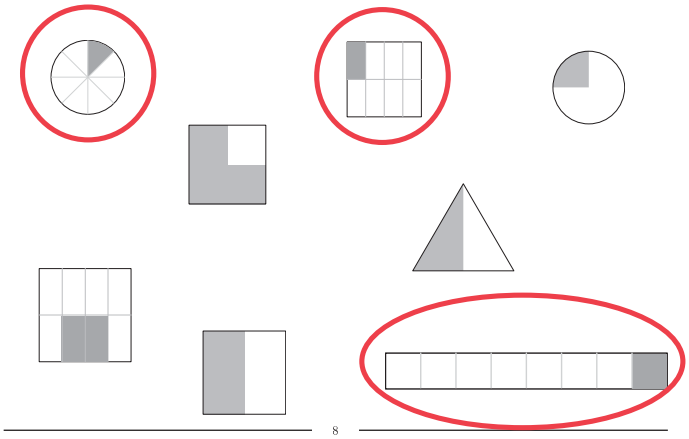
Eighths

If we want to share a pizza between 8 people, we need to divide it into 8 equal sized pieces. Each piece is called one eighth.



Lesson Practice

Circle the shapes that show one eighth.



Review and Practice

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.
Now circle the even numbers below:

759	935	986	952	496
168	37	809	547	854

Calculate:

32 + 32 = 64	39 + 25 = 64	38 − 37 = 1	86 − 49 = 37

New Drill Details

Our drills in book C4 are going to focus on times tables. We'll start with the easy peasy two times tables. If you work down the columns, the first ten problems in the first few drills are SUPER easy because you just have to count by twos!

Count by ones:

0	1	2	3	4	5	6	7	8	9

This section of the lesson will almost always contain a piece of a number chart like this one. Sometimes they will be bigger, sometimes smaller but they will always start with a different number. The interesting, and most important thing, is that, by the end of the book, you will have counted all the way to 1000!

Drill 121

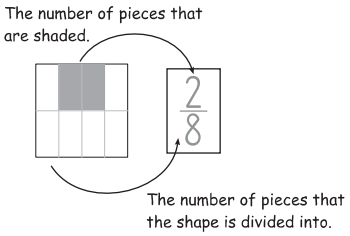
1 × 2 = 2	2 × 1 = 2	3 × 2 = 6
2 × 2 = 4	8 × 2 = 16	2 × 5 = 10
3 × 2 = 6	1 × 2 = 2	2 × 3 = 6
4 × 2 = 8	2 × 10 = 20	2 × 2 = 4
5 × 2 = 10	2 × 7 = 14	6 × 2 = 12
6 × 2 = 12	1 × 2 = 2	5 × 2 = 10
7 × 2 = 14	10 × 2 = 20	2 × 4 = 8
8 × 2 = 16	2 × 2 = 4	2 × 2 = 4
9 × 2 = 18	6 × 2 = 12	8 × 2 = 16
10 × 2 = 20	4 × 2 = 8	3 × 2 = 6
2 × 8 = 16	9 × 2 = 18	9 × 2 = 18
2 × 9 = 18	7 × 2 = 14	2 × 1 = 2
7 × 2 = 14	8 × 2 = 16	2 × 2 = 4
5 × 2 = 10	2 × 5 = 10	4 × 2 = 8
2 × 4 = 8	10 × 2 = 20	2 × 2 = 4

Lesson 122

More than One Eighth

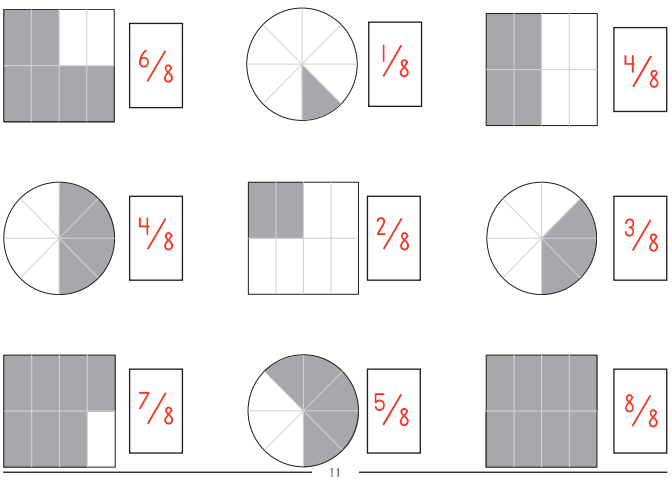
Examples

Write the fraction of the shape that is shaded.



Lesson Practice

Write the fraction of the shape that is shaded.



Review and Practice

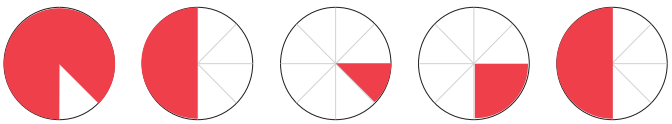
Annie was making cookies. On one tray she could fit three rows of cookies with four cookies in each row. If Annie made two trays of cookies, how many cookies did she make?

$3 \times 4 = 12$

$12 + 12 = 24$

Annie made 24 cookies.

Shade the fraction of the shape indicated.



$\frac{7}{8}$ $\frac{4}{8}$ $\frac{1}{8}$ $\frac{2}{8}$ $\frac{1}{2}$

Calculate:

71 + 17 = 88	68 + 28 = 96	53 − 32 = 21	51 − 48 = 3

Count by ones:

10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39

Drill 122

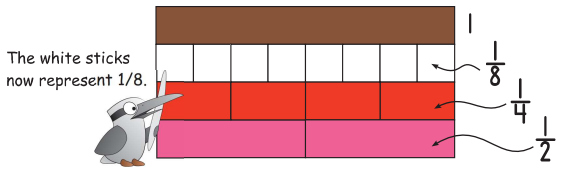
1 × 2 = 2	6 × 2 = 12	9 × 2 = 18
2 × 2 = 4	3 × 2 = 6	2 × 1 = 2
3 × 2 = 6	10 × 2 = 20	1 × 2 = 2
4 × 2 = 8	2 × 5 = 10	2 × 3 = 6
5 × 2 = 10	7 × 2 = 14	2 × 2 = 4
6 × 2 = 12	5 × 2 = 10	2 × 4 = 8
7 × 2 = 14	6 × 2 = 12	1 × 2 = 2
8 × 2 = 16	2 × 2 = 4	5 × 2 = 10
9 × 2 = 18	8 × 2 = 16	2 × 10 = 20
10 × 2 = 20	9 × 2 = 18	2 × 2 = 4
4 × 2 = 8	10 × 2 = 20	10 × 2 = 20
2 × 1 = 2	9 × 2 = 18	3 × 2 = 6
2 × 2 = 4	8 × 2 = 16	2 × 6 = 12
2 × 5 = 10	4 × 2 = 8	2 × 1 = 2
3 × 2 = 6	2 × 3 = 6	6 × 2 = 12

Lesson 123

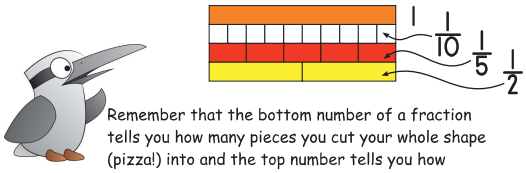
Showing Fractions with Sumstix

To show fractions with Sumstix, we need to change the numbers that the sticks refer to.

Let's start with a brown Sumstix and call it '1' (or a whole).



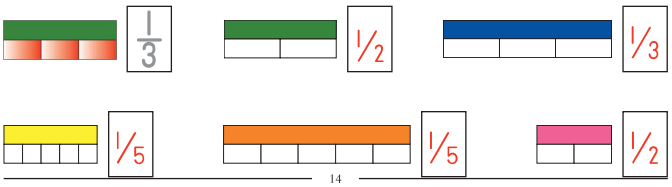
We can find lots of different fractions using Sumstix. This time, let's think of an orange stick as one.



Remember that the bottom number of a fraction tells you how many pieces you cut your whole shape (pizza!) into and the top number tells you how many pieces you are interested in (you get to eat!)

Lesson Practice

In each picture the big Sumstix represents 1. Colour in the smaller Sumstix to make the pictures correct then write what fraction the smaller sticks represent.



Review and Practice

Ben was counting the money in his piggy bank. He found ten two-dollar coins and five one dollar coins. How many dollars did he have?

20+10

Ben had 30 dollars.

Count by twos:

2 4 6 8 10 12 14 16 18 20

Calculate:

50 + 23 = 73	37 + 56 = 93	46 − 11 = 35	51 − 35 = 16

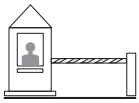
Count by ones:

40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69

Drill 123

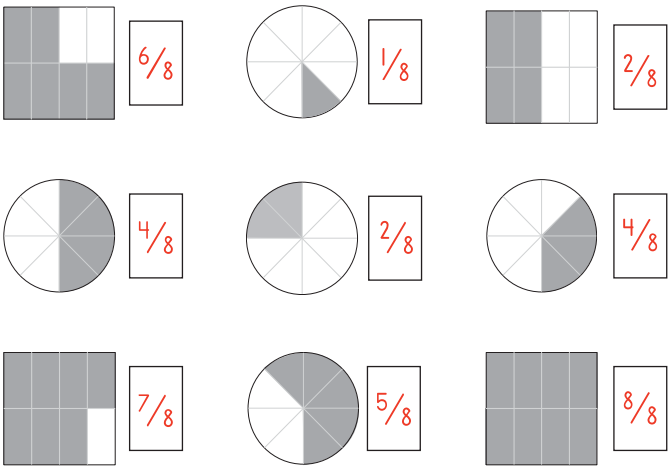
1 × 2 = 2	7 × 2 = 14	2 × 2 = 4
2 × 2 = 4	1 × 2 = 2	3 × 2 = 6
3 × 2 = 6	9 × 2 = 18	2 × 7 = 14
4 × 2 = 8	4 × 2 = 8	5 × 2 = 10
5 × 2 = 10	8 × 2 = 16	1 × 2 = 2
6 × 2 = 12	6 × 2 = 12	4 × 2 = 8
7 × 2 = 14	4 × 2 = 8	2 × 8 = 16
8 × 2 = 16	9 × 2 = 18	2 × 4 = 8
9 × 2 = 18	10 × 2 = 20	8 × 2 = 16
10 × 2 = 20	2 × 10 = 20	2 × 4 = 8
10 × 2 = 20	2 × 5 = 10	8 × 2 = 16
6 × 2 = 12	2 × 6 = 12	2 × 2 = 4
2 × 1 = 2	2 × 1 = 2	2 × 2 = 4
5 × 2 = 10	2 × 3 = 6	5 × 2 = 10
3 × 2 = 6	3 × 2 = 6	2 × 2 = 4

Lesson 124

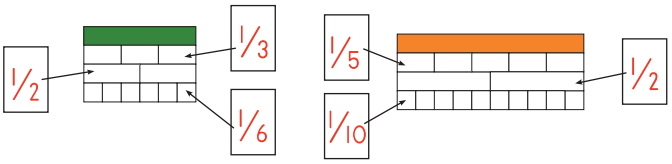


Checkpoint 16

Write the fraction of the shape that is shaded.



In each picture the big Sumstix represents 1. Colour in the smaller Sumstix to make the pictures correct then write what fraction the smaller sticks represent.

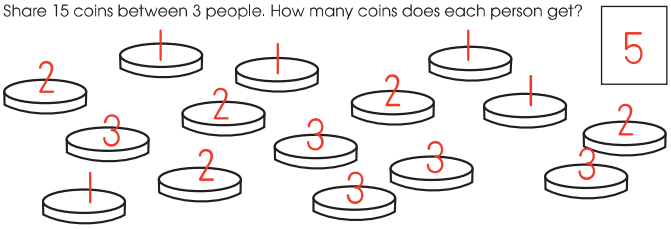


Review and Practice

Mum cut the pizza into eight pieces and then gave Carmen one quarter of it. How many pieces of pizza did Carmen get? Hint: draw a picture.

2

Share 15 coins between 3 people. How many coins does each person get?



5

Calculate:

39 + 50 = 89	23 + 19 = 42	54 − 12 = 42	40 − 22 = 18

Count by ones:

70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Drill 124

1 × 2 = 2	2 × 4 = 8	2 × 1 = 2
2 × 2 = 4	2 × 5 = 10	2 × 3 = 6
3 × 2 = 6	5 × 2 = 10	5 × 2 = 10
4 × 2 = 8	2 × 10 = 20	9 × 2 = 18
5 × 2 = 10	3 × 2 = 6	2 × 6 = 12
6 × 2 = 12	8 × 2 = 16	2 × 1 = 2
7 × 2 = 14	1 × 2 = 2	10 × 2 = 20
8 × 2 = 16	3 × 2 = 6	2 × 9 = 18
9 × 2 = 18	5 × 2 = 10	4 × 2 = 8
10 × 2 = 20	9 × 2 = 18	8 × 2 = 16
6 × 2 = 12	2 × 7 = 14	2 × 2 = 4
2 × 2 = 4	2 × 2 = 4	4 × 2 = 8
2 × 2 = 4	2 × 5 = 10	9 × 2 = 18
2 × 8 = 16	10 × 2 = 20	7 × 2 = 14
8 × 2 = 16	3 × 2 = 6	10 × 2 = 20

Lesson 125

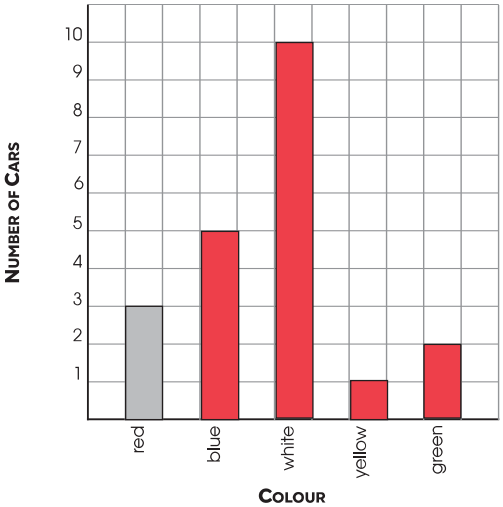
Surveys and Graphs

Brian counted different coloured cars that passed his place one day. He recorded his results in the following table:

red	blue	white	yellow	green
3	5	10	1	2

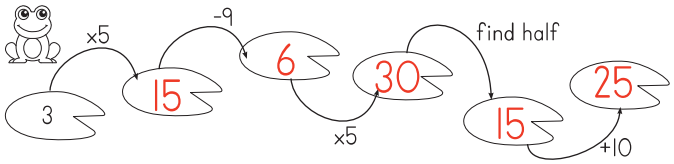
Graph the results on a bar chart. The first one is done for you.

Cars Passing Brian's Place

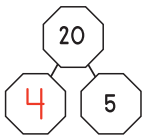


Review and Practice

Follow the instructions and write the numbers on the lilipads.



Find the missing number then write the four equations represented by the number bond.



$4 \times 5 = 20$ $\quad$ $20 \div 4 = 5$

$5 \times 4 = 20$ $\quad$ $20 \div 5 = 4$

Calculate:

$$\begin{array}{r} 34 \\ +35 \\ \hline 69 \end{array} \qquad \begin{array}{r} 34 \\ +28 \\ \hline 62 \end{array} \qquad \begin{array}{r} 54 \\ -33 \\ \hline 21 \end{array} \qquad \begin{array}{r} 80 \\ -76 \\ \hline 4 \end{array}$$

Count by ones:

100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119
120	121	122	123	124	125	126	127	128	129

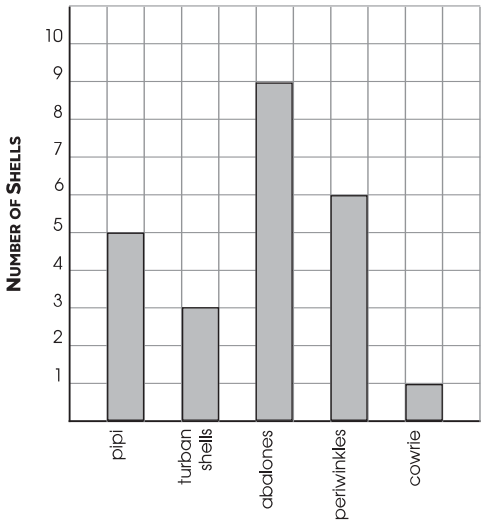
Drill 125

$2 \times 4 = 8$	$7 \times 2 = 14$	$7 \times 2 = 14$
$6 \times 2 = 12$	$6 \times 2 = 12$	$2 \times 7 = 14$
$4 \times 2 = 8$	$2 \times 2 = 4$	$2 \times 2 = 4$
$2 \times 4 = 8$	$1 \times 2 = 2$	$2 \times 6 = 12$
$2 \times 5 = 10$	$10 \times 2 = 20$	$2 \times 3 = 6$
$8 \times 2 = 16$	$9 \times 2 = 18$	$2 \times 3 = 6$
$2 \times 2 = 4$	$9 \times 2 = 18$	$2 \times 5 = 10$
$2 \times 1 = 2$	$2 \times 1 = 2$	$2 \times 10 = 20$
$9 \times 2 = 18$	$5 \times 2 = 10$	$2 \times 2 = 4$
$4 \times 2 = 8$	$10 \times 2 = 20$	$3 \times 2 = 6$
$2 \times 8 = 16$	$8 \times 2 = 16$	$10 \times 2 = 20$
$6 \times 2 = 12$	$3 \times 2 = 6$	$2 \times 9 = 18$
$3 \times 2 = 6$	$1 \times 2 = 2$	$1 \times 2 = 2$
$5 \times 2 = 10$	$8 \times 2 = 16$	$4 \times 2 = 8$
$2 \times 2 = 4$	$5 \times 2 = 10$	$7 \times 2 = 14$

Lesson 126

Heather collected shells at the beach. When she got them home she sorted and counted them then produced the following graph.

Shells Found on the Beach



Shell Type

Complete the table below to show the same data as the graph.

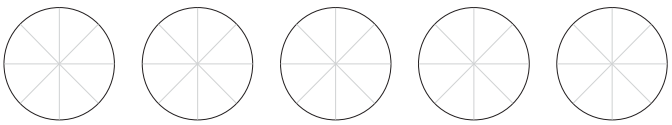
pipi	turban	abalone	peri	cowrie
5	3	9	6	1

Review and Practice

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.
Now circle the even numbers below:

852	933	629	474	373
481	48	101	197	180

Shade the fraction of the shape indicated.



$\frac{7}{8}$ $\quad$ $\frac{4}{8}$ $\quad$ $\frac{1}{8}$ $\quad$ $\frac{2}{8}$ $\quad$ $\frac{1}{2}$

Calculate:

$$\begin{array}{r} 38 \\ +20 \\ \hline 58 \end{array} \qquad \begin{array}{r} 27 \\ +66 \\ \hline 93 \end{array} \qquad \begin{array}{r} 56 \\ -15 \\ \hline 41 \end{array} \qquad \begin{array}{r} 43 \\ -17 \\ \hline 26 \end{array}$$

Count by ones:

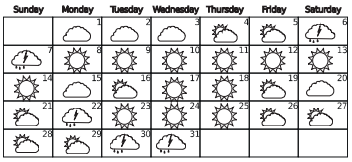
130	131	132	133	134	135	136	137	138	139
140	141	142	143	144	145	146	147	148	149
150	151	152	153	154	155	156	157	158	159

Drill 126

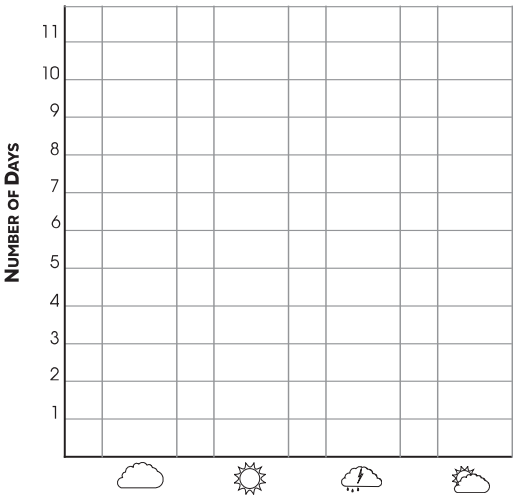
3 × 2 = 6	1 × 2 = 2	10 × 2 = 20
4 × 2 = 8	2 × 3 = 6	9 × 2 = 18
2 × 2 = 4	3 × 2 = 6	2 × 10 = 20
4 × 2 = 8	6 × 2 = 12	2 × 6 = 12
5 × 2 = 10	4 × 2 = 8	9 × 2 = 18
8 × 2 = 16	2 × 2 = 4	2 × 9 = 18
2 × 2 = 4	1 × 2 = 2	6 × 2 = 12
1 × 2 = 2	2 × 1 = 2	2 × 2 = 4
5 × 2 = 10	7 × 2 = 14	7 × 2 = 14
2 × 8 = 16	9 × 2 = 18	10 × 2 = 20
8 × 2 = 16	3 × 2 = 6	2 × 5 = 10
2 × 1 = 2	2 × 4 = 8	2 × 2 = 4
2 × 4 = 8	8 × 2 = 16	5 × 2 = 10
7 × 2 = 14	6 × 2 = 12	2 × 3 = 6
2 × 7 = 14	10 × 2 = 20	2 × 5 = 10

Lesson 127

Jack and Jill recorded the weather at their place for one month. Their results are shown to the right. Turn this data into a table and a graph below.



Weather Last Month



Review and Practice

Ivy was admiring the flowers at a flower stall. She counted 7 bunches of flowers with five flowers in each bunch. How many flowers did Ivy count?

Ivy counted 35 flowers.

Count by fives:

5 10 15 20 25 30 35 40 45 50 55

Calculate:

24 + 65 = 89	73 + 18 = 91	76 − 61 = 15	57 − 29 = 28

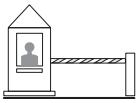
Count by ones:

160	161	162	163	164	165	166	167	168	169
170	171	172	173	174	175	176	177	178	179
180	181	182	183	184	185	186	187	188	189

Drill 127

2 × 10 = 20	6 × 2 = 12	2 × 8 = 16
7 × 2 = 14	6 × 2 = 12	2 × 4 = 8
2 × 1 = 2	5 × 2 = 10	2 × 7 = 14
2 × 5 = 10	1 × 2 = 2	3 × 2 = 6
2 × 2 = 4	8 × 2 = 16	2 × 5 = 10
10 × 2 = 20	10 × 2 = 20	2 × 2 = 4
2 × 6 = 12	2 × 9 = 18	3 × 2 = 6
2 × 2 = 4	4 × 2 = 8	3 × 2 = 6
2 × 3 = 6	5 × 2 = 10	5 × 2 = 10
10 × 2 = 20	4 × 2 = 8	2 × 2 = 4
6 × 2 = 12	2 × 4 = 8	8 × 2 = 16
9 × 2 = 18	8 × 2 = 16	9 × 2 = 18
1 × 2 = 2	4 × 2 = 8	9 × 2 = 18
2 × 2 = 4	7 × 2 = 14	7 × 2 = 14
2 × 3 = 6	1 × 2 = 2	2 × 1 = 2

Lesson 128



Checkpoint 17

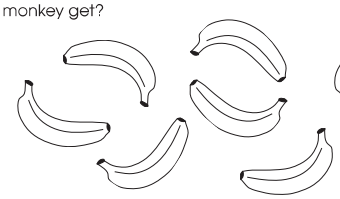
Today you get to collect your own data and make a table and graph from it. Start by finding something you can sort into groups and count or asking your friends what their favourite (fruit, book, colour, etc...) is. You might want to record the responses on a separate piece of paper before sorting them out and writing them down here.

Review and Practice

Jake stacked boxes in the shed for his father. If he made eight stacks with five boxes in each stack, how many boxes did he stack?

Jake stacked 40 boxes.

Share ten bananas equally between 5 monkeys. How many bananas does each monkey get?



Each monkey gets 2 bananas.

Calculate:

82 + 11 = 93	66 + 15 = 81	46 − 43 = 3	52 − 24 = 28

Count by ones:

190	191	192	193	194	195	196	197	198	199
200	201	202	203	204	205	206	207	208	209
210	211	212	213	214	215	216	217	218	219

Drill 128

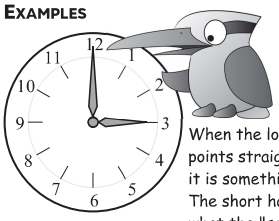
2 × 9 = 18	2 × 2 = 4	7 × 2 = 14
4 × 2 = 8	1 × 2 = 2	3 × 2 = 6
2 × 4 = 8	2 × 2 = 4	2 × 5 = 10
2 × 8 = 16	9 × 2 = 18	7 × 2 = 14
9 × 2 = 18	9 × 2 = 18	2 × 7 = 14
5 × 2 = 10	5 × 2 = 10	3 × 2 = 6
1 × 2 = 2	2 × 1 = 2	2 × 4 = 8
4 × 2 = 8	8 × 2 = 16	2 × 2 = 4
2 × 3 = 6	2 × 10 = 20	10 × 2 = 20
7 × 2 = 14	2 × 6 = 12	8 × 2 = 16
2 × 2 = 4	3 × 2 = 6	6 × 2 = 12
2 × 3 = 6	6 × 2 = 12	10 × 2 = 20
10 × 2 = 20	2 × 2 = 4	4 × 2 = 8
2 × 1 = 2	2 × 5 = 10	6 × 2 = 12
1 × 2 = 2	8 × 2 = 16	5 × 2 = 10

Lesson 129

Caendars and Clocks

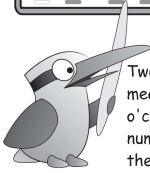
Time to the Hour

Examples



3 o'clock

When the long hand points straight up to 12, it is something o'clock. The short hand tells us what the "something" is.

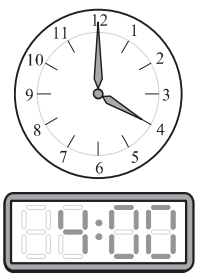


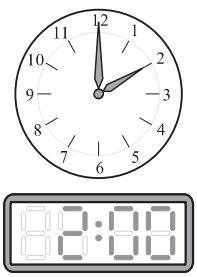
Two zeros here mean something o'clock. The number before the dots tells us what "something".

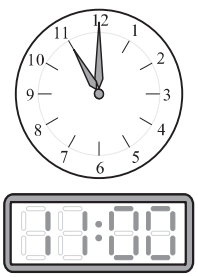
Lesson Practice

Colour in the digital clocks to match the analog clocks and write the time underneath.

5 o'clock

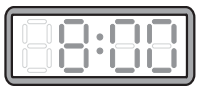






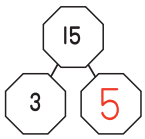
Review and Practice

Molly looked at the clock. The big hand was pointing to twelve and the little hand was pointing to eight. Fill in the clocks and lines below to match this.



eight o'clock

Find the missing number then write the four equations represented by the number bond.



3 × 5 = 15
5 × 3 = 15

15 ÷ 3 = 5
15 ÷ 5 = 3

Calculate:

$$\begin{array}{r} 68 \\ +\,10 \\ \hline 78 \end{array} \qquad \begin{array}{r} 28 \\ +\,18 \\ \hline 46 \end{array} \qquad \begin{array}{r} 93 \\ -\,31 \\ \hline 62 \end{array} \qquad \begin{array}{r} 33 \\ -\,15 \\ \hline 18 \end{array}$$

Count by ones:

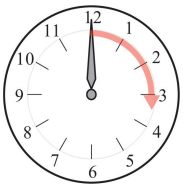
220	221	222	223	224	225	226	227	228	229
230	231	232	233	234	235	236	237	238	239
240	241	242	243	244	245	246	247	248	249

Drill 129

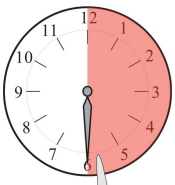
2 × 10 = 20	6 × 2 = 12	2 × 8 = 16
7 × 2 = 14	6 × 2 = 12	2 × 4 = 8
2 × 1 = 2	5 × 2 = 10	2 × 7 = 14
2 × 5 = 10	1 × 2 = 2	3 × 2 = 6
2 × 2 = 4	8 × 2 = 16	2 × 5 = 10
10 × 2 = 20	10 × 2 = 20	2 × 2 = 4
2 × 6 = 12	2 × 9 = 18	3 × 2 = 6
2 × 2 = 4	4 × 2 = 8	3 × 2 = 6
2 × 3 = 6	5 × 2 = 10	5 × 2 = 10
10 × 2 = 20	4 × 2 = 8	2 × 2 = 4
6 × 2 = 12	2 × 4 = 8	8 × 2 = 16
9 × 2 = 18	8 × 2 = 16	9 × 2 = 18
1 × 2 = 2	4 × 2 = 8	9 × 2 = 18
2 × 2 = 4	7 × 2 = 14	7 × 2 = 14
2 × 3 = 6	1 × 2 = 2	2 × 1 = 2

Lesson 130

Time to the Half Hour



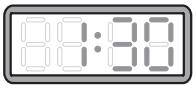
The big hand takes one hour to travel all around the clock.



When it gets to the number 6, it has traveled half way around the circle! So we call the time, "half-past something."

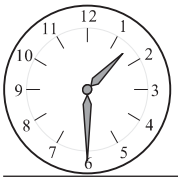
In the same time, the short hand travels half way between the number it was at and the next number. So the "something" is the number BEFORE the short (little) hand. This clock is showing half past one.

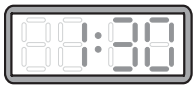
Half an hour is thirty minutes, so on a digital clock, half past one appears as 1:30.



Examples

Colour the digital clock to match the analog clock and write the time in words.

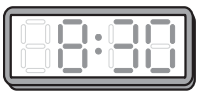




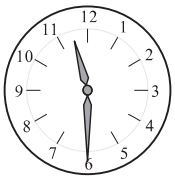
half past one

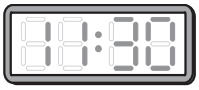
Lesson Practice

Colour the digital clock to match the analog clock and write the time in words.

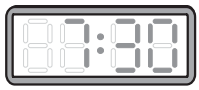


half past 8

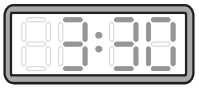




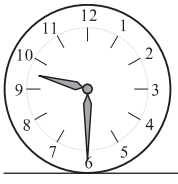
half past 11

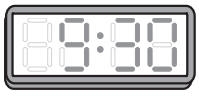


half past 7



half past 3



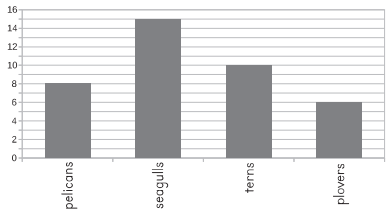


half past 9

Review and Practice

Calculate:

89	11	74	46
+10	+49	−34	−29
99	60	40	17



Which was the most common bird at the beach?

seagulls

How many more terns than plovers were there?

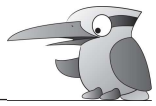
4

Count by ones:

250	251	252	253	254	255	256	257	258	259
260	261	262	263	264	265	266	267	268	269
270	271	272	273	274	275	276	277	278	279

New Drill Details

This next series of drills focuses on the ten times tables. Just like the first set, the first column starts with counting by tens.

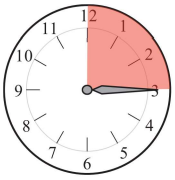


Drill 130

1 × 10 = 10	10 × 10 = 100	7 × 10 = 70
2 × 10 = 20	1 × 10 = 10	2 × 10 = 20
3 × 10 = 30	10 × 10 = 100	10 × 3 = 30
4 × 10 = 40	1 × 10 = 10	5 × 10 = 50
5 × 10 = 50	10 × 1 = 10	10 × 8 = 80
6 × 10 = 60	10 × 6 = 60	8 × 10 = 80
7 × 10 = 70	2 × 10 = 20	10 × 5 = 50
8 × 10 = 80	8 × 10 = 80	10 × 4 = 40
9 × 10 = 90	4 × 10 = 40	9 × 10 = 90
10 × 10 = 100	3 × 10 = 30	7 × 10 = 70
4 × 10 = 40	6 × 10 = 60	1 × 10 = 10
8 × 10 = 80	10 × 9 = 90	10 × 3 = 30
3 × 10 = 30	5 × 10 = 50	4 × 10 = 40
3 × 10 = 30	5 × 10 = 50	10 × 10 = 100
2 × 10 = 20	10 × 4 = 40	10 × 1 = 10

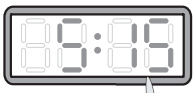
Lesson 131

Quarter Past the Hour



When the long hand is pointing to the three, it has travelled one-quarter of the way around the clock, so the time is a quarter-past "something".

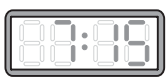
At the same time, the short hand will move one quarter of the way from one number to the next number. This clock is showing a quarter-past five.



A quarter hour is fifteen minutes, so a quarter past five is shown this way on a digital clock. We can also read this as "three fifteen."

Example

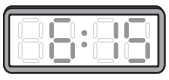
Colour the digital clock to match the analog clock and write the time in words.



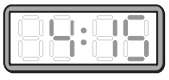
quarter past seven

Lesson Practice

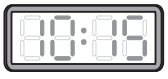
Colour the digital clock to match the analog clock and write the time in words.



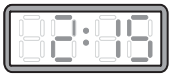
quarter past 6



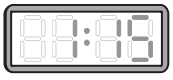
quarter past 4



quarter past 10



quarter past 2



quarter past 1

Review and Practice

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.
Now circle the even numbers below:

898 11 916 668 150
388 146 68 526 934

Count by tens:

Calculate:

81	45	58	46
+14	+46	−31	−38
95	91	27	8

Count by ones:

280	281	282	283	284	285	286	287	288	289
290	291	292	293	294	295	296	297	298	299
300	301	302	303	304	305	306	307	308	309

Drill 131

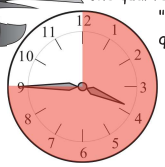
1 × 10 = 10	4 × 10 = 40	10 × 9 = 90
2 × 10 = 20	3 × 10 = 30	7 × 10 = 70
3 × 10 = 30	7 × 10 = 70	5 × 10 = 50
4 × 10 = 40	4 × 10 = 40	3 × 10 = 30
5 × 10 = 50	6 × 10 = 60	10 × 1 = 10
6 × 10 = 60	10 × 10 = 100	10 × 2 = 20
7 × 10 = 70	8 × 10 = 80	5 × 10 = 50
8 × 10 = 80	7 × 10 = 70	4 × 10 = 40
9 × 10 = 90	10 × 7 = 70	9 × 10 = 90
10 × 10 = 100	6 × 10 = 60	2 × 10 = 20
1 × 10 = 10	1 × 10 = 10	8 × 10 = 80
9 × 10 = 90	10 × 1 = 10	10 × 4 = 40
10 × 2 = 20	2 × 10 = 20	6 × 10 = 60
1 × 10 = 10	3 × 10 = 30	10 × 5 = 50
2 × 10 = 20	10 × 3 = 30	10 × 5 = 50

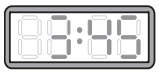
Lesson 132

Quarter to the Hour

Example

When the big hand is pointing to 9, it has travelled three quarters of the way around the clock but we say that it only has one quarter left to get to the next hour. So we call this time "quarter to four." In digital, we write 45 mins (three quarters) past the hour.

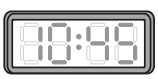




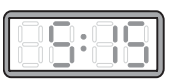
quarter to four

Lesson Practice

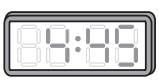
quarter to 7



quarter to 11



quarter to 6



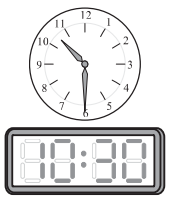
quarter to 5

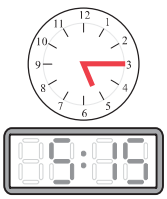
Review and Practice

Shade the fraction of the shape indicated.

$\frac{7}{8}$ $\frac{4}{8}$ $\frac{1}{8}$ $\frac{2}{8}$ $\frac{1}{2}$

Fill in the blanks.





half past 10 quarter past 5 quarter to 3

Calculate:

76	48	89	86
+22	+18	−37	−17
98	66	52	69

Count by ones:

310	311	312	313	314	315	316	317	318	319
320	321	322	323	324	325	326	327	328	329
330	331	332	333	334	335	336	337	338	339

Drill 132

1 × 10 = 10	10 × 5 = 50	4 × 10 = 40
2 × 10 = 20	8 × 10 = 80	7 × 10 = 70
3 × 10 = 30	5 × 10 = 50	10 × 6 = 60
4 × 10 = 40	3 × 10 = 30	2 × 10 = 20
5 × 10 = 50	6 × 10 = 60	6 × 10 = 60
6 × 10 = 60	9 × 10 = 90	10 × 1 = 10
7 × 10 = 70	2 × 10 = 20	10 × 2 = 20
8 × 10 = 80	10 × 4 = 40	1 × 10 = 10
9 × 10 = 90	4 × 10 = 40	7 × 10 = 70
10 × 10 = 100	1 × 10 = 10	10 × 8 = 80
3 × 10 = 30	10 × 10 = 100	3 × 10 = 30
10 × 9 = 90	8 × 10 = 80	10 × 10 = 100
10 × 10 = 100	10 × 4 = 40	8 × 10 = 80
2 × 10 = 20	10 × 3 = 30	6 × 10 = 60
1 × 10 = 10	9 × 10 = 90	10 × 2 = 20

Lesson 133

Days of the Week

The days of the week are:

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

We can abbreviate the names of the days:

Sun Mon Tues Wed Thurs Fri Sat

Lesson Practice

Draw what you do on each day of the week.

Sunday | Monday | Tuesday

Wednesday | Thursday | Friday

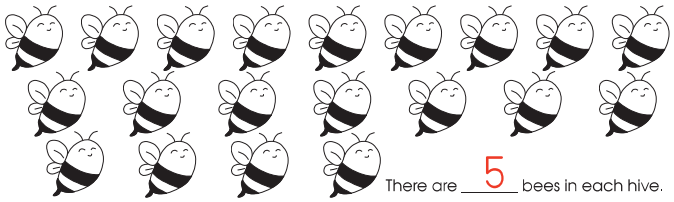
Saturday

How many days are there in a week? ☐

What is the first day of the week? _____

Review and Practice

Share 20 bees equally between four hives. How many bees in each hive?



There are 5 bees in each hive.

Calculate:

75 + 24 = 99	41 + 39 = 80	57 − 56 = 1	74 − 68 = 6

Count by ones:

340	341	342	343	344	345	346	347	348	349
350	351	352	353	354	355	356	357	358	359
360	361	362	363	364	365	366	367	368	369

New Drill Details

Now we're mixing up the two times and the ten times tables. It's only a tiny change so, you should be able to fly through these!

Drill 133

10 × 2 = 20	3 × 2 = 6	6 × 10 = 60
10 × 10 = 100	10 × 7 = 70	9 × 2 = 18
7 × 2 = 14	8 × 10 = 80	2 × 10 = 20
10 × 2 = 20	2 × 4 = 8	6 × 2 = 12
2 × 2 = 4	4 × 10 = 40	2 × 3 = 6
7 × 10 = 70	5 × 2 = 10	2 × 8 = 16
7 × 2 = 14	8 × 2 = 16	6 × 10 = 60
10 × 4 = 40	10 × 9 = 90	1 × 2 = 2
6 × 2 = 12	3 × 10 = 30	8 × 2 = 16
5 × 10 = 50	10 × 3 = 30	4 × 2 = 8
10 × 6 = 60	10 × 2 = 20	2 × 5 = 10
4 × 10 = 40	8 × 10 = 80	2 × 6 = 12
2 × 2 = 4	2 × 2 = 4	10 × 5 = 50
10 × 1 = 10	2 × 10 = 20	10 × 10 = 100
5 × 2 = 10	9 × 2 = 18	1 × 10 = 10

Lesson 134

Months of the Year

There are twelve months in the year:

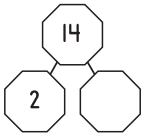
January February March April May June July August September October November December

The months are divided into four seasons. In some parts of the world there is a big difference between the four seasons. In the northern parts of Australia there are only two obvious seasons: wet and dry.

September	Spring	
October		
November		
December	Summer	
January		
February		
March	Autumn	
April		
May		
June	Winter	
July		
August		

Review and Practice

Find the missing number then write the four equations represented by the number bond.

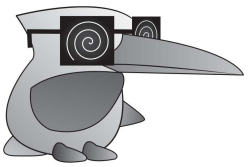


Calculate:

31 + 21 = 52	68 + 16 = 84	76 − 66 = 10	65 − 17 = 48

Count by ones:

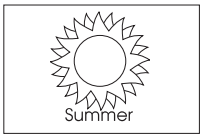
370	371	372	373	374	375	376	377	378	379
380	381	382	383	384	385	386	387	388	389
390	391	392	393	394	395	396	397	398	399

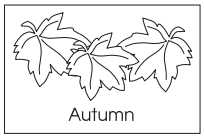


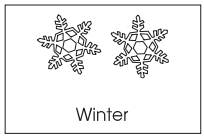
You're not going crazy, and there's no mistake in your book! The Review and Practice page has been swapped with the Lesson Practice to allow for the cutting activity. (It reduces paper waste this way.)

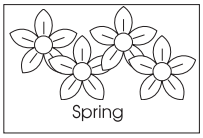
Lesson Practice

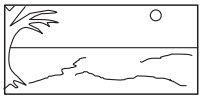
Colour in the pictures below then cut them out and place them in the appropriate cells in the table on page 49.

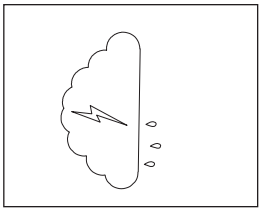


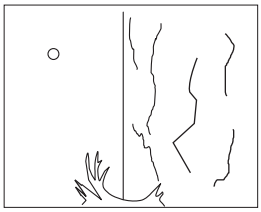












Draw your favourite thing about each season.

Spring	Summer
Autumn	Winter

This page has been left blank intentionally to allow for the cutting activity on the previous page.

Drill 134

10 × 10 = 100	2 × 2 = 4	7 × 2 = 14
6 × 2 = 12	10 × 2 = 20	10 × 4 = 40
7 × 10 = 70	2 × 3 = 6	10 × 6 = 60
10 × 9 = 90	9 × 2 = 18	3 × 10 = 30
10 × 5 = 50	3 × 10 = 30	10 × 2 = 20
2 × 2 = 4	2 × 9 = 18	3 × 2 = 6
10 × 8 = 80	4 × 10 = 40	6 × 10 = 60
5 × 2 = 10	1 × 10 = 10	8 × 2 = 16
5 × 10 = 50	10 × 2 = 20	2 × 5 = 10
9 × 2 = 18	10 × 10 = 100	4 × 10 = 40
2 × 1 = 2	6 × 2 = 12	5 × 2 = 10
2 × 10 = 20	2 × 6 = 12	2 × 10 = 20
6 × 10 = 60	1 × 2 = 2	2 × 8 = 16
10 × 10 = 100	7 × 2 = 14	1 × 2 = 2
10 × 3 = 30	2 × 2 = 4	9 × 10 = 90

Lesson 135

Writing the Date and the Calendar

We can organise days and months into a calendar like the one shown on the opposite page. There are many different ways that we can write a day's date. Some of the ways we can write the date circled are shown in the example below. From now on, you should write the date at the top of the page when you start each lesson. Ask your teacher which format to use.

Example

Write the date of the day that is circled on the calendar opposite.

Wednesday, 18th June, 2025

18/6/2025

18 June, 2025

You will only use one of these forms at a time. Ask your parent which one they prefer. (It might be one that is not given here.)

Lesson Practice

Circle your birthday on the calendar opposite.

Write your date of birth using the form your teacher prefers on the line below:

Answers vary

What day of the week is 22 October, 2025?

Wednesday

Write the date marked with a square on the calendar.

10/8/2025

2025

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	(18)	19	20	21
22	23	24	25	26	27	28
29	30					

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
[10]	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

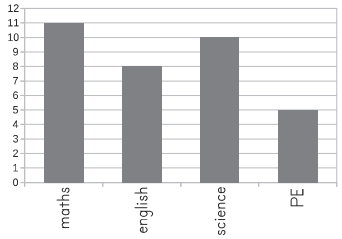
Review and Practice

Shade the fraction of the shape indicated.

$\frac{1}{4}$ $\frac{2}{4}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{3}{4}$

Calculate:

49 + 50 = 99	58 + 33 = 91	55 − 45 = 10	85 − 36 = 49



Which subject did most of Cookie's friends like?

maths

How many friends did Cookie ask?

34

Count by ones:

400	401	402	403	404	405	406	407	408	409
410	411	412	413	414	415	416	417	418	419
420	421	422	423	424	425	426	427	428	429

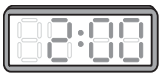
Drill 135

2 × 8 = 16	2 × 10 = 20	2 × 2 = 4
9 × 10 = 90	6 × 10 = 60	10 × 3 = 30
8 × 10 = 80	2 × 2 = 4	2 × 10 = 20
1 × 10 = 10	10 × 6 = 60	4 × 10 = 40
3 × 10 = 30	10 × 2 = 20	5 × 2 = 10
5 × 10 = 50	6 × 10 = 60	10 × 4 = 40
7 × 10 = 70	10 × 2 = 20	6 × 2 = 12
7 × 10 = 70	1 × 10 = 10	4 × 10 = 40
4 × 2 = 8	2 × 10 = 20	2 × 3 = 6
7 × 2 = 14	7 × 2 = 14	8 × 2 = 16
5 × 2 = 10	10 × 10 = 100	9 × 2 = 18
9 × 10 = 90	5 × 10 = 50	2 × 4 = 8
2 × 1 = 2	3 × 2 = 6	4 × 2 = 8
10 × 8 = 80	10 × 10 = 100	9 × 2 = 18
2 × 7 = 14	1 × 2 = 2	2 × 5 = 10

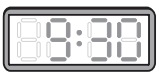
Lesson 136

Checkpoint Eighteen

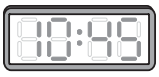
Make the digital clocks read the same as the analog clocks then write the time in words.

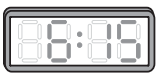
two o'clock

half past nine

quarter to eleven

quarter past six

Use the caldendar (right) to answer the questions:

What day of the week was the 7th of October?

Write the date that is marked with a circle:

2025
October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	(22)	23	24	25
26	27	28	29	30	31	

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.

Now circle the even numbers below:

(222)	615	(556)	(118)	(516)
(317)	791	(696)	(304)	(142)

Count by fives:

5 10 15 20 25 30 35 40 45 50 55

Calculate:

23 + 61 = 84	88 + 5 = 93	67 − 63 = 4	77 − 48 = 29

Count by ones:

430	431	432	433	434	435	436	437	438	439
440	441	442	443	444	445	446	447	448	449
450	451	452	453	454	455	456	457	458	459

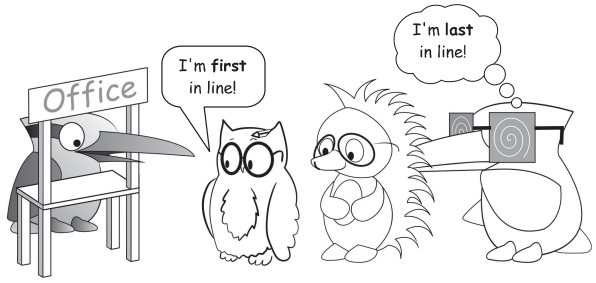
Drill 136

8 × 2 = 16	10 × 1 = 10	2 × 2 = 4
8 × 10 = 80	10 × 8 = 80	5 × 10 = 50
6 × 2 = 12	1 × 2 = 2	10 × 2 = 20
10 × 6 = 60	2 × 6 = 12	1 × 2 = 2
1 × 10 = 10	3 × 10 = 30	2 × 7 = 14
10 × 10 = 100	10 × 10 = 100	10 × 10 = 100
2 × 1 = 2	3 × 10 = 30	2 × 2 = 4
10 × 2 = 20	2 × 9 = 18	5 × 2 = 10
4 × 2 = 8	2 × 4 = 8	5 × 10 = 50
7 × 10 = 70	6 × 2 = 12	2 × 10 = 20
7 × 2 = 14	3 × 2 = 6	10 × 3 = 30
4 × 10 = 40	2 × 5 = 10	5 × 2 = 10
6 × 10 = 60	7 × 10 = 70	10 × 5 = 50
10 × 4 = 40	2 × 3 = 6	7 × 2 = 14
9 × 10 = 90	3 × 2 = 6	10 × 7 = 70

Lesson 137

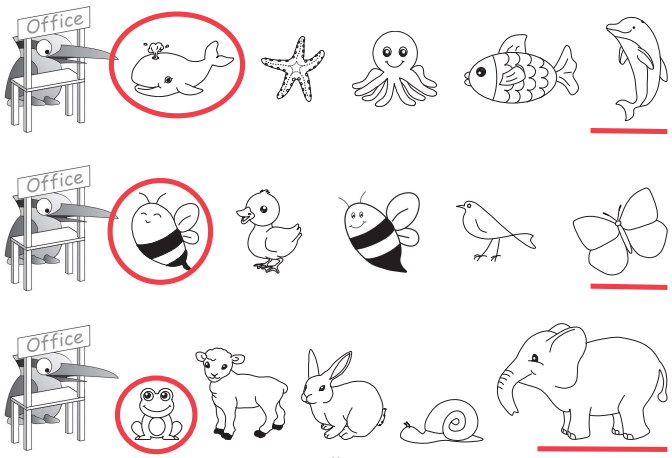
Position and Direction

First and Last



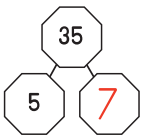
Lesson Practice

Draw a circle around the first character in each line and underline the last character in each line.



Review and Practice

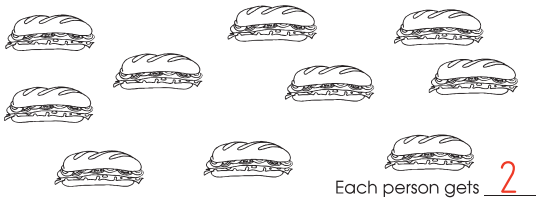
Find the missing number then write the four equations represented by the number bond.



5 × 7 = 35 35 ÷ 5 = 7

7 × 5 = 35 35 ÷ 7 = 5

Share ten sandwiches between five people.



Each person gets 2 sandwiches.

Calculate:

51 + 45 = 96	71 + 19 = 90	58 − 21 = 37	41 − 33 = 8

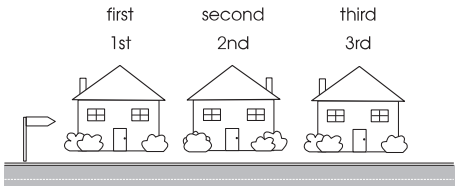
Count by ones:

460	461	462	463	464	465	466	467	468	469
470	471	472	473	474	475	476	477	478	479
480	481	482	483	484	485	486	487	488	489

Lesson 138

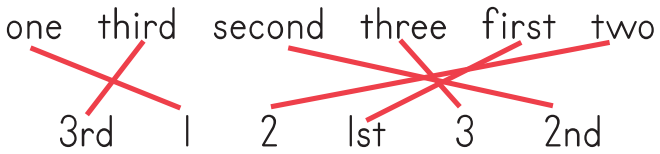
First, Second and Third

We can describe the position of three things in a line using the ordinal (position) numbers first, second and third.



Lesson Practice

Match the words to the numbers.



Follow the instructions using the picture at the bottom of the page. Tick the box next to each instruction as you complete it.

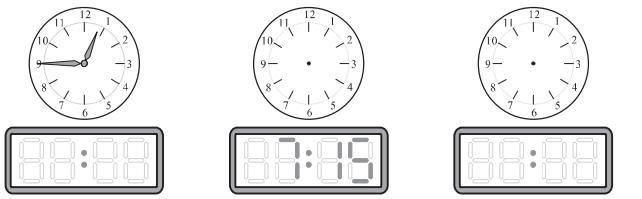
- ☐ Colour the third house from the LEFT blue.
- ☐ Underline the first house from the RIGHT.
- ☐ Circle the first house from the LEFT.
- ☐ Draw smoke coming from the chimney of the third house from the RIGHT.
- ☐ Colour the second house from the LEFT yellow.
- ☐ Draw a bird sitting on the roof of the second house from the RIGHT.

Review and Practice

Doug needed to buy screws for a project. He needed 40 screws in total. How many packets did he have to buy if they come in packs of 8?

Doug needed 5 packs of screws.

Fill in the blanks.



ten o'clock

Calculate:

72 + 11 = 83	18 + 75 = 93	94 − 31 = 63	86 − 39 = 47

Count by ones:

490	491	492	493	494	495	496	497	498	499
500	501	502	503	504	505	506	507	508	509
510	511	512	513	514	515	516	517	518	519

Drill 138

7 × 10 = 70	10 × 10 = 100	4 × 2 = 8
2 × 2 = 4	8 × 2 = 16	10 × 2 = 20
6 × 2 = 12	2 × 5 = 10	10 × 7 = 70
3 × 2 = 6	5 × 10 = 50	6 × 10 = 60
3 × 10 = 30	2 × 8 = 16	2 × 1 = 2
2 × 9 = 18	10 × 5 = 50	2 × 3 = 6
2 × 10 = 20	10 × 3 = 30	2 × 10 = 20
9 × 2 = 18	10 × 4 = 40	10 × 2 = 20
7 × 2 = 14	10 × 8 = 80	1 × 10 = 10
9 × 10 = 90	10 × 6 = 60	2 × 4 = 8
2 × 6 = 12	10 × 1 = 10	5 × 2 = 10
10 × 10 = 100	2 × 2 = 4	8 × 10 = 80
4 × 10 = 40	2 × 7 = 14	10 × 9 = 90

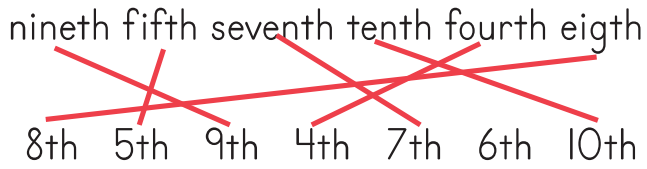
Lesson 139

Other Ordinal Numbers

The other ordinal (position) numbers to twenty follow a simple pattern. We just say the number and add the "th" to the end. The only exception is five which we change slightly to make it easier to say. We say "fifth".

Lesson Practice

Match the words to the numbers.



Riddle

Which nail should you never hit with a hammer?

Write the letters in the positions indicated on the lines below to solve the riddle.

First Row		Second Row			
3rd	U	8th	A	4th	G
2nd	O	9th	I	10th	L
4th	R	7th	N	2nd	I
1st	Y	1st	F	6th	R
		5th	E	3rd	N

Y O U R

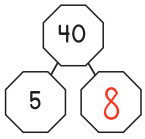
F I N G E R N A I L

Review and Practice

Shade the fraction of the shape indicated.

$\frac{7}{8}$ $\frac{4}{8}$ $\frac{1}{8}$ $\frac{2}{8}$ $\frac{1}{2}$

Find the missing number then write the four equations represented by the number bond.



5 × 8 = 40
8 × 5 = 40
40 ÷ 5 = 8
40 ÷ 8 = 5

Calculate:

40 + 49 = 89	34 + 27 = 61	67 − 14 = 53	67 − 38 = 29

Count by ones:

520	521	522	523	524	525	526	527	528	529
530	531	532	533	534	535	536	537	538	539
540	541	542	543	544	545	546	547	548	549

Drill 139

10 × 3 = 30	2 × 2 = 4	9 × 10 = 90
10 × 2 = 20	4 × 10 = 40	10 × 9 = 90
10 × 7 = 70	10 × 2 = 20	1 × 10 = 10
2 × 8 = 16	10 × 5 = 50	10 × 4 = 40
1 × 2 = 2	2 × 10 = 20	3 × 10 = 30
7 × 2 = 14	10 × 8 = 80	2 × 7 = 14
10 × 1 = 10	8 × 2 = 16	6 × 2 = 12
2 × 6 = 12	2 × 9 = 18	10 × 10 = 100
7 × 10 = 70	2 × 1 = 2	2 × 5 = 10
5 × 10 = 50	6 × 10 = 60	9 × 2 = 18
2 × 4 = 8	10 × 6 = 60	2 × 10 = 20
8 × 10 = 80	2 × 2 = 4	2 × 3 = 6
5 × 2 = 10	4 × 2 = 8	3 × 2 = 6

Lesson 140

Left and Right

To find your way around, you need to know the directions left and right. We'll start with an activity to help you remember which hand is which.

Activity

You will need:

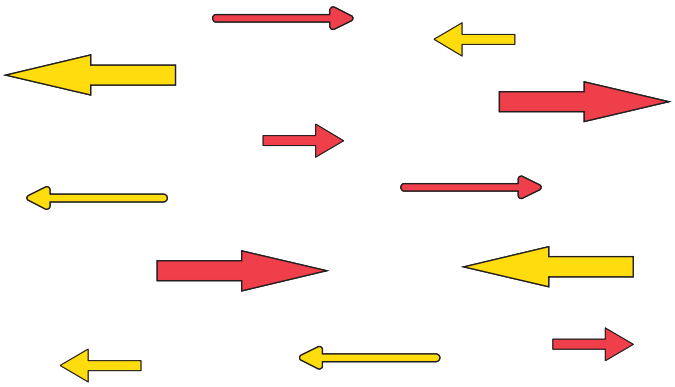
A sheet of red paper *
A sheet of yellow (lemon) paper *
Scissors
Glue

1. Trace your LEFT hand on the yellow paper.
2. Trace your RIGHT hand on the red paper.
3. Cut out your tracings and glue them on the next page.

* If you don't have coloured paper, you can trace your hands onto white paper and then colour them in.

Lesson Practice

Colour the arrows pointing left yellow and the arrows pointing right red.



My hands

My right hand is red

My left hand is lemon yellow

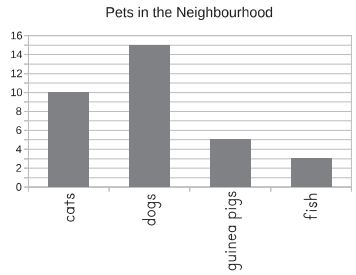
Review and Practice

Calculate:

77 + 12 = 89	71 + 19 = 90	89 − 89 = 0	63 − 48 = 15

Count by ones:

246 247 248 249 250 251 252 253 254 255



What is the least common pet?

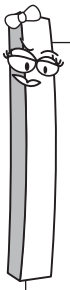
fish

How many dogs and cats are there all together?

25

Count by ones.

550	551	552	553	554	555	556	557	558	559
560	561	562	563	564	565	566	567	568	569
570	571	572	573	574	575	576	577	578	579



Drill 140

5 × 2 = 10	2 × 4 = 8	2 × 3 = 6
2 × 6 = 12	2 × 2 = 4	8 × 10 = 80
10 × 7 = 70	9 × 2 = 18	2 × 9 = 18
10 × 3 = 30	4 × 2 = 8	2 × 1 = 2
2 × 10 = 20	10 × 10 = 100	7 × 2 = 14
2 × 5 = 10	3 × 10 = 30	10 × 2 = 20
10 × 4 = 40	7 × 10 = 70	2 × 10 = 20
9 × 10 = 90	6 × 10 = 60	10 × 9 = 90
2 × 2 = 4	8 × 2 = 16	2 × 7 = 14
10 × 2 = 20	4 × 10 = 40	1 × 10 = 10
10 × 10 = 100	10 × 6 = 60	10 × 5 = 50
6 × 2 = 12	10 × 1 = 10	3 × 2 = 6
5 × 10 = 50	2 × 8 = 16	10 × 8 = 80

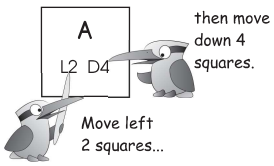
Lesson 141

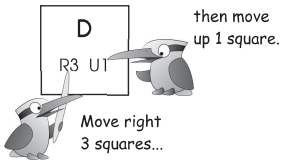
Using & Following Directions

Today you will follow directions to solve a riddle.

Example

You will follow the directions in the grid below to solve the riddle. The directions will look like this:





Instructions

1. Start in the top left corner.
2. Circle the letter you land on.
3. Copy circled letter onto the next line in the riddle answer.
4. Follow the directions in the square.
5. Repeat steps 3-4.
6. Stop when all the riddle lines are filled.

(T) R3 D2	C L1 D2	(L) R1 D3	K R3 D1	(V) L2 D3	(B) L2 D1	Q R2 D1	R R2 D1	U R1 D2	(H) L2 D1
D R2 D1	(E) L1 D2	H L1 D1	(O) R3 D1	N R2 D2	J L2 U1	L L1 D1	(A) L3 U1	U L1 U1	S L4 D2
G R2 U2	I R4 U1	E L1 D1	(H) L2 U1	(P) L2 U2	M L1 U1	(T) L2 D1	P L1 U2	(T) L1 D1	V L1 D1
(Y) R5 U3	F L1 U1	(E) R2 U1	(O) R5 U1	(H) R5 U3	T R3 U3	O R1 U1	(S) L7 U3	W R1 U1	X L9 U3

Riddle

Why is a garden like a story?

T H E Y B O T H

H A V E P L O T S

Review and Practice

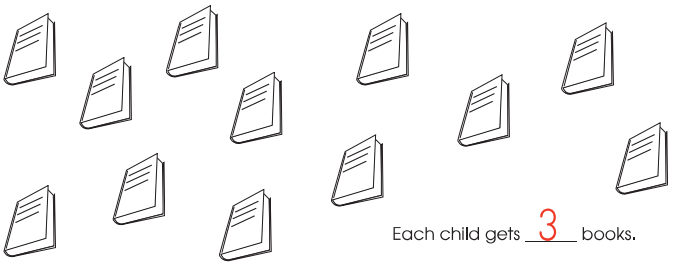
Ella was making cupcakes for a fund raiser. Her cupcake tray had three rows of five cups. How many cupcakes did she make if she made two trays full?

$3 \times 5 = 15$

$15 + 15 = 30$

Ella made 30 cupcakes.

Share 12 books equally between four children.



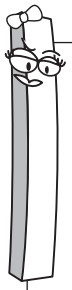
Each child gets 3 books.

Calculate:

$$\begin{array}{r} 42 \\ +47 \\ \hline 89 \end{array} \qquad \begin{array}{r} 78 \\ +19 \\ \hline 97 \end{array} \qquad \begin{array}{r} 89 \\ -37 \\ \hline 52 \end{array} \qquad \begin{array}{r} 75 \\ -39 \\ \hline 36 \end{array}$$

Count by ones:

580	581	582	583	584	585	586	587	588	589
590	591	592	593	594	595	596	597	598	599



Drill 141

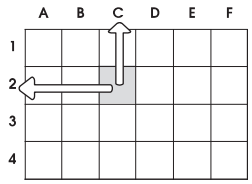
$10 \times 8 = 80$	$2 \times 1 = 2$	$7 \times 10 = 70$
$1 \times 2 = 2$	$10 \times 10 = 100$	$2 \times 10 = 20$
$10 \times 2 = 20$	$10 \times 1 = 10$	$2 \times 5 = 10$
$5 \times 2 = 10$	$3 \times 2 = 6$	$2 \times 2 = 4$
$2 \times 4 = 8$	$5 \times 10 = 50$	$3 \times 10 = 30$
$10 \times 10 = 100$	$10 \times 5 = 50$	$8 \times 10 = 80$
$2 \times 6 = 12$	$4 \times 2 = 8$	$6 \times 2 = 12$
$10 \times 3 = 30$	$2 \times 2 = 4$	$7 \times 2 = 14$
$10 \times 7 = 70$	$2 \times 8 = 16$	$10 \times 9 = 90$
$9 \times 2 = 18$	$6 \times 10 = 60$	$2 \times 9 = 18$
$4 \times 10 = 40$	$2 \times 10 = 20$	$10 \times 6 = 60$
$8 \times 2 = 16$	$2 \times 7 = 14$	$10 \times 2 = 20$
$1 \times 10 = 10$	$2 \times 3 = 6$	$9 \times 10 = 90$

Lesson 142

Grids

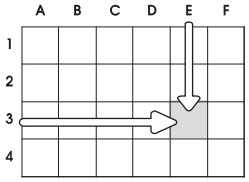
Grids are used for lots of things. In this milestone we'll be using them to do pixel art but first you need to learn how to use them, so this lesson we will be practicing the basics of using grids.

Examples



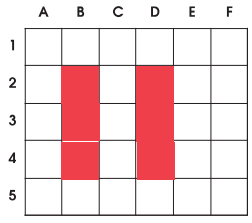
Which square is shaded? C2

Shade square E3.



Lesson Practice

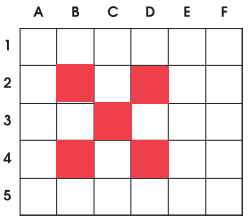
On the grid below, colour these squares:
B2 D2 B3 D3 B4 D4



What number did you draw?

11

On the grid below, colour these squares:
B2 D2 C3 B4 D4



What sign did you draw?

×

Review and Practice

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.
Now circle the even numbers below:

809 967 787 **792** **748**

Fill in the blanks.

quarter past 3 | quarter to 7 | half past 9

Calculate:

84 + 13 = 97	24 + 49 = 73	55 − 41 = 14	37 − 19 = 18

Count by ones:

600	601	602	603	604	605	606	607	608	609
610	611	612	613	614	615	616	617	618	619
620	621	622	623	624	625	626	627	628	629

Drill 142

2 × 2 = 4	4 × 2 = 8	10 × 6 = 60
2 × 8 = 16	10 × 10 = 100	2 × 9 = 18
10 × 4 = 40	10 × 7 = 70	7 × 2 = 14
2 × 4 = 8	3 × 10 = 30	1 × 2 = 2
6 × 10 = 60	10 × 2 = 20	6 × 2 = 12
10 × 8 = 80	8 × 10 = 80	2 × 1 = 2
8 × 2 = 16	4 × 10 = 40	3 × 2 = 6
2 × 5 = 10	2 × 6 = 12	2 × 2 = 4
10 × 3 = 30	1 × 10 = 10	10 × 9 = 90
5 × 10 = 50	9 × 10 = 90	10 × 10 = 100
2 × 7 = 14	9 × 2 = 18	2 × 10 = 20
2 × 3 = 6	10 × 1 = 10	7 × 10 = 70
5 × 2 = 10	2 × 10 = 20	10 × 5 = 50

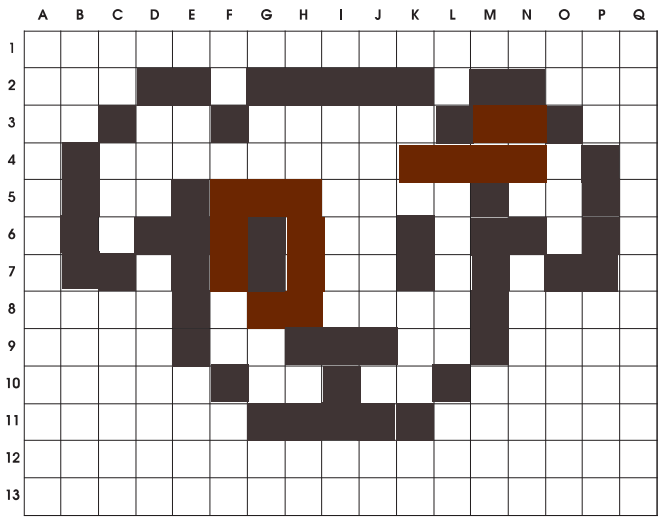
Lesson 143

Working with Grids: Pixel Art

Colour the squares indicated in the grid below to make a picture.

Black: D2 E2 G2 H2 I2 J2 K2 M2 N2 C3 F3 L3 O3 B4 P4 B5 E5 M5 P5 B6 D6 E6 G6 K6 M6 N6 P6 B7 C7 E7 G7 K7 M7 O7 P7 E8 M8 E9 H9 I9 J9 M9 F10 I10 L10 G11 H11 I11 J11 K11

Brown: M3 N3 K4 L4 M4 N4 F5 G5 H5 F6 H6 F7 H7 G8 H8



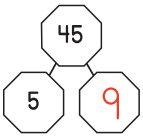
Review and Practice

Felix was planting fruit trees. He planted nine rows of orange trees and eight rows of apple trees. If there were five trees in each row, how many trees did Felix plant?

9 × 5 = 45
8 × 5 = 40
40 + 45 = 85

Felix planted 45 trees.

Find the missing number then write the four equations represented by the number bond.



5 × 9 = 45
9 × 5 = 45
45 ÷ 5 = 9
45 ÷ 9 = 5

Calculate:

75 + 23 = 98	24 + 29 = 53	59 − 44 = 15	67 − 39 = 28

Count by ones:

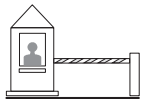
630	631	632	633	634	635	636	637	638	639
640	641	642	643	644	645	646	647	648	649
650	651	652	653	654	655	656	657	658	659

Drill 143

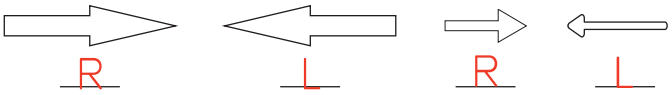
9 × 10 = 90	4 × 2 = 8	2 × 4 = 8
5 × 2 = 10	3 × 2 = 6	2 × 6 = 12
9 × 2 = 18	10 × 3 = 30	2 × 8 = 16
10 × 10 = 100	4 × 10 = 40	10 × 6 = 60
10 × 7 = 70	2 × 7 = 14	6 × 10 = 60
10 × 5 = 50	3 × 10 = 30	1 × 10 = 10
1 × 2 = 2	2 × 10 = 20	2 × 2 = 4
2 × 2 = 4	5 × 10 = 50	10 × 10 = 100
7 × 2 = 14	7 × 10 = 70	10 × 1 = 10
2 × 1 = 2	10 × 4 = 40	8 × 10 = 80
2 × 3 = 6	2 × 9 = 18	10 × 9 = 90
2 × 5 = 10	10 × 8 = 80	10 × 2 = 20
2 × 10 = 20	6 × 2 = 12	8 × 2 = 16

Lesson 144

Checkpoint 19



Write L under each arrow that is pointing left and R under each arrow that is pointing right.



Follow the instructions with the row of pictures below.

1. Place a cross on the first fruit from the right.
2. Colour the third fruit from the left red.
3. Colour the third fruit from the right green.
4. Circle the fourth fruit from the left.
5. Underline the second fruit from the right.
6. Colour the second fruit from the left yellow.

Colour the squares as indicated below in the grid to make a picture.

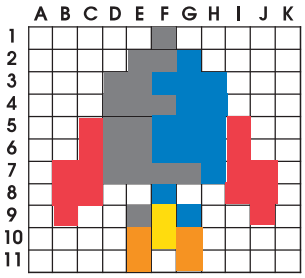
Grey (or light blue): F1 E2 F2 D3 E3 D4 E4 F4 D5 E5 D6 E6 D7 E7 F7 G7 E9

Dark grey (or blue): G2 F3 G3 H3 G4 H4 F5 G5 H5 F6 G6 H6 H7 F8 G9

Red: C5 I5 C6 I6 B7 C7 I7 J7 B8 C8 I8 J8 B9 J9

Yellow: F9 F10

Orange: E10 H10 G11 G11



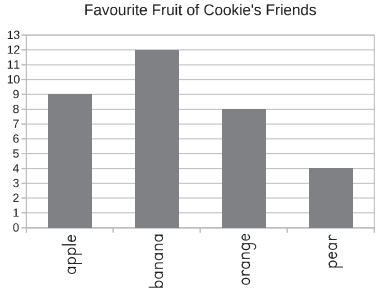
Review and Practice

Calculate:

70 + 14 = 84	71 + 19 = 90	96 − 22 = 74	63 − 38 = 25

Shade the fraction of the shape indicated.

$\frac{7}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{3}{8}$ $\frac{1}{4}$



Which fruit is most popular?

banana

How many people do NOT have bananas as a favourite?

21

Count by ones:

660	661	662	663	664	665	666	667	668	669
670	671	672	673	674	675	676	677	678	679

Drill 144

2 × 1 = 2	10 × 7 = 70	2 × 4 = 8
2 × 7 = 14	2 × 3 = 6	10 × 4 = 40
3 × 2 = 6	10 × 3 = 30	7 × 10 = 70
10 × 2 = 20	10 × 5 = 50	2 × 10 = 20
2 × 10 = 20	4 × 2 = 8	1 × 2 = 2
10 × 2 = 20	6 × 2 = 12	8 × 2 = 16
9 × 2 = 18	10 × 10 = 100	10 × 10 = 100
10 × 8 = 80	2 × 2 = 4	2 × 2 = 4
4 × 10 = 40	2 × 9 = 18	2 × 5 = 10
6 × 10 = 60	2 × 8 = 16	5 × 10 = 50
2 × 6 = 12	10 × 1 = 10	5 × 2 = 10
8 × 10 = 80	9 × 10 = 90	10 × 6 = 60
1 × 10 = 10	3 × 10 = 30	7 × 2 = 14

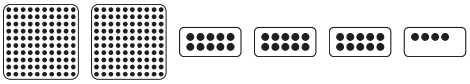
Lesson 145

Review and Consolidation

Place Value

We've had a big year and learned lots of new and important stuff, so we're going to spend the rest of this term reviewing everything we've learned.

Count the dots and write the number in the box.



234

Write each of the numbers below on the place value chart.

	h	t	o
821	8	2	1

	h	t	o
654	6	5	4

Write each number below in expanded form:

361 = 300+60+1 970 = 900+70

Count by ones.

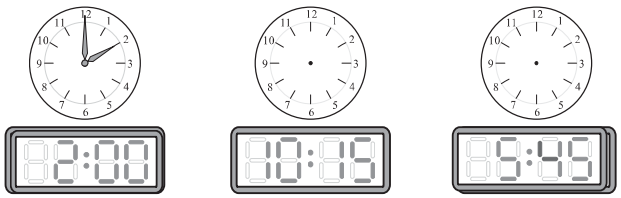
680	681	682	683	684	685	686	687	688	689
690	691	692	693	694	695	696	697	698	699

Review and Practice

Count by fives:

5 10 15 20 25 30 35 40 45 50 55

Make the analog and digital clocks to read the same. Write the time in words.



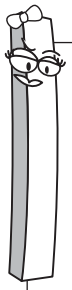
two o'clock quarter past 10 quarter to 6

Calculate:

30 + 42 = 72	53 + 39 = 92	58 − 46 = 12	68 − 59 = 9

Count by ones:

700	701	702	703	704	705	706	707	708	709
710	711	712	713	714	715	716	717	718	719



Drill 145

2 × 5 = 10	10 × 2 = 20	10 × 5 = 50
2 × 10 = 20	10 × 3 = 30	2 × 2 = 4
10 × 10 = 100	2 × 2 = 4	8 × 2 = 16
10 × 9 = 90	2 × 4 = 8	7 × 2 = 14
2 × 6 = 12	9 × 2 = 18	4 × 10 = 40
5 × 2 = 10	10 × 6 = 60	10 × 2 = 20
5 × 10 = 50	6 × 10 = 60	2 × 7 = 14
10 × 1 = 10	10 × 4 = 40	6 × 2 = 12
4 × 2 = 8	10 × 8 = 80	3 × 10 = 30
7 × 10 = 70	1 × 2 = 2	8 × 10 = 80
2 × 10 = 20	2 × 1 = 2	10 × 7 = 70
2 × 8 = 16	10 × 10 = 100	1 × 10 = 10
9 × 10 = 90	3 × 2 = 6	2 × 9 = 18

Lesson 146

Adding Without Regrouping

What's the difference between a bird and a fly?

31 + 33 = 64	23 + 15 = 38	32 + 45 = 77	62 + 17 = 79
C	T	B	O
26 + 42 = 68	**81 + 15 = 96**	**21 + 62 = 83**	**25 + 22 = 47**
D	F	I	L
41 + 37 = 78	**53 + 41 = 94**	**27 + 62 = 89**	**13 + 46 = 59**
Y	R	N	A

A	F	L	Y	C	A	N	N	O	T
59	96	47	78	64	59	89	89	79	38

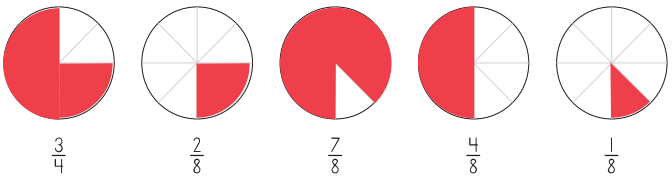
B	I	R	D
77	83	94	68

Review and Practice

Calculate:

$$\begin{array}{r} 62 \\ +17 \\ \hline 79 \end{array} \qquad \begin{array}{r} 36 \\ +48 \\ \hline 84 \end{array} \qquad \begin{array}{r} 82 \\ -21 \\ \hline 61 \end{array} \qquad \begin{array}{r} 45 \\ -39 \\ \hline 6 \end{array}$$

Shade the fraction of the shape indicated.

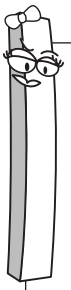


$\frac{3}{4}$ $\frac{2}{8}$ $\frac{7}{8}$ $\frac{4}{8}$ $\frac{1}{8}$

The bags contain marbles. The numbers above tell how many marbles are in each bag. Fill in the missing numbers.

Count by ones:

720	721	722	723	724	725	726	727	728	729
730	731	732	733	734	735	736	737	738	739
740	741	742	743	744	745	746	747	748	749



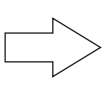
Drill 146

2 × 2 = 4	10 × 2 = 20	9 × 10 = 90
5 × 2 = 10	10 × 3 = 30	2 × 7 = 14
5 × 10 = 50	6 × 10 = 60	8 × 10 = 80
10 × 10 = 100	10 × 7 = 70	2 × 8 = 16
6 × 2 = 12	7 × 10 = 70	2 × 1 = 2
2 × 10 = 20	2 × 4 = 8	1 × 10 = 10
4 × 2 = 8	2 × 5 = 10	3 × 10 = 30
4 × 10 = 40	10 × 9 = 90	3 × 2 = 6
2 × 3 = 6	10 × 8 = 80	7 × 2 = 14
2 × 2 = 4	10 × 10 = 100	10 × 1 = 10
2 × 6 = 12	10 × 4 = 40	10 × 5 = 50
10 × 6 = 60	9 × 2 = 18	2 × 9 = 18
2 × 10 = 20	1 × 2 = 2	8 × 2 = 16

Lesson 147

Geometry of Simple Shapes

Fill in the table below to describe the shapes shown.

Shape	Name	Number of straight sides	Number of curved sides	Number of corners
	square	4	0	4
	circle	0	1	0
	triangle	3	0	3
	semi-circle	1	1	2
	arrow	7	0	7
	star	14	0	14

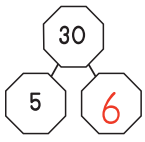
Review and Practice

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.

Now circle the even numbers below:

(718)	(322)	(232)	(468)	(742)
(274)	151	(194)	557	(592)

Find the missing number then write the four equations represented by the number bond.



5 × 6 = 30 30 ÷ 5 = 6

6 × 5 = 30 30 ÷ 6 = 5

Calculate:

$$\begin{array}{r} 80 \\ +19 \\ \hline 99 \end{array} \qquad \begin{array}{r} 25 \\ +49 \\ \hline 74 \end{array} \qquad \begin{array}{r} 84 \\ -21 \\ \hline 63 \end{array} \qquad \begin{array}{r} 75 \\ -19 \\ \hline 56 \end{array}$$

Count by ones:

750	751	752	753	754	755	756	757	758	759
760	761	762	763	764	765	766	767	768	769
770	771	772	773	774	775	776	777	778	779

Drill 147

2 × 5 = 10	10 × 2 = 20	10 × 5 = 50
2 × 10 = 20	10 × 3 = 30	2 × 2 = 4
10 × 10 = 100	2 × 2 = 4	8 × 2 = 16
10 × 9 = 90	2 × 4 = 8	7 × 2 = 14
2 × 6 = 12	9 × 2 = 18	4 × 10 = 40
5 × 2 = 10	10 × 6 = 60	10 × 2 = 20
5 × 10 = 50	6 × 10 = 60	2 × 7 = 14
10 × 1 = 10	10 × 4 = 40	6 × 2 = 12
4 × 2 = 8	10 × 8 = 80	3 × 10 = 30
7 × 10 = 70	1 × 2 = 2	8 × 10 = 80
2 × 10 = 20	2 × 1 = 2	10 × 7 = 70
2 × 8 = 16	10 × 10 = 100	1 × 10 = 10
9 × 10 = 90	3 × 2 = 6	2 × 9 = 18

Lesson 148

Subtracting Without Regrouping

Use your favourite method to solve the following subtractions, then use the letter clues to solve the riddle.

48 - 21 = 27 (A)	83 - 12 = 71 (D)	35 - 21 = 14 (E)	56 - 13 = 43 (G)
66 - 32 = 34 (H)	65 - 24 = 41 (I)	56 - 43 = 13 (N)	63 - 31 = 32 (O)
32 - 11 = 21 (R)	24 - 13 = 11 (U)	47 - 32 = 15 (W)	75 - 22 = 53 (Y)

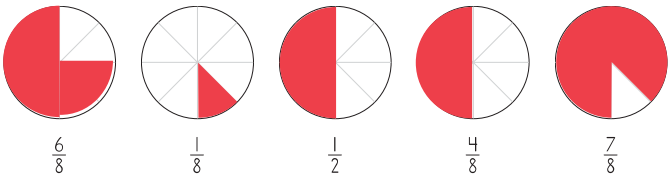
Riddle

When will there be only 24 letters in the alphabet?

W	H	E	N		Y	O	U		A	N	D		
15	34	14	13		53	32	11		27	13	71		
I		A	R	E		G	O	N	E				
41		27	21	14		43	32	13	14				

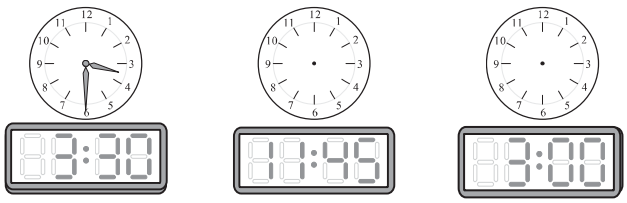
Review and Practice

Shade the fraction of the shape indicated.



$\frac{6}{8}$ $\frac{1}{8}$ $\frac{1}{2}$ $\frac{4}{8}$ $\frac{7}{8}$

Fill in the blanks.



half past 3 | quarter to 12 | three o'clock

Calculate:

43 + 35 = 78	39 + 26 = 65	35 − 31 = 4	22 − 13 = 9

Count by ones:

780	781	782	783	784	785	786	787	788	789
790	791	792	793	794	795	796	797	798	799

Drill 146

2 × 4 = 8	5 × 10 = 50	9 × 10 = 90
2 × 2 = 4	8 × 10 = 80	10 × 8 = 80
10 × 5 = 50	3 × 10 = 30	6 × 10 = 60
10 × 4 = 40	2 × 10 = 20	10 × 2 = 20
10 × 7 = 70	2 × 3 = 6	2 × 7 = 14
2 × 10 = 20	6 × 2 = 12	4 × 2 = 8
10 × 2 = 20	10 × 10 = 100	2 × 1 = 2
7 × 2 = 14	10 × 3 = 30	9 × 2 = 18
10 × 6 = 60	10 × 1 = 10	3 × 2 = 6
2 × 5 = 10	1 × 10 = 10	10 × 9 = 90
2 × 2 = 4	10 × 10 = 100	2 × 8 = 16
5 × 2 = 10	7 × 10 = 70	8 × 2 = 16
1 × 2 = 2	2 × 6 = 12	2 × 9 = 18

Lesson 149

Australian Notes and Coins

Count the money in each row and write the total on the line. Write a sum and solve it if you need to.

25c

$10

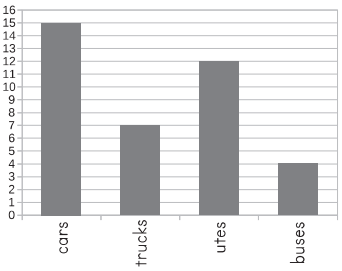
65c

$27

$34

Review and Practice

Count by tens:



What was the least common vehicle that drove past Cookie?

bus

How many vehicles drove past all together?

38

Calculate:

83 + 12 = 95	23 + 59 = 82	99 − 28 = 71	47 − 38 = 9

Count by ones:

800	801	802	803	804	805	806	807	808	809
810	811	812	813	814	815	816	817	818	819

Drill 149

6 × 10 = 60	2 × 6 = 12	2 × 7 = 14
6 × 2 = 12	3 × 10 = 30	4 × 10 = 40
3 × 2 = 6	7 × 10 = 70	10 × 3 = 30
10 × 8 = 80	7 × 2 = 14	2 × 2 = 4
10 × 10 = 100	5 × 2 = 10	5 × 10 = 50
2 × 8 = 16	10 × 2 = 20	2 × 9 = 18
2 × 2 = 4	10 × 7 = 70	2 × 5 = 10
2 × 10 = 20	10 × 1 = 10	4 × 2 = 8
9 × 10 = 90	8 × 10 = 80	10 × 4 = 40
9 × 2 = 18	10 × 10 = 100	2 × 10 = 20
8 × 2 = 16	10 × 6 = 60	1 × 10 = 10
10 × 5 = 50	2 × 3 = 6	10 × 2 = 20
2 × 1 = 2	2 × 4 = 8	10 × 9 = 90

Lesson 150

The Hundreds Chart

The pictures below show pieces of number charts. Fill in the missing numbers.

	27	
36	37	38
	47	

51		53
	62	
71		73

41	42	43	44	45	46	47	48	49	50

48		50
	59	
68		70

	15	
24	25	26
	35	

Review and Practice

Grace bought six apples and it cost her $12. How much did one apple cost?

$12 ÷ 6 = $2

One apple cost $2.

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.
Now circle the even numbers below:

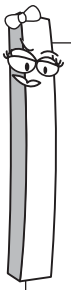
385	695	(788)	(232)	(908)
261	465	(966)	(234)	(40)

Calculate:

83 + 13 = 96	47 + 39 = 86	96 − 81 = 15	65 − 58 = 7

Count by ones:

820	821	822	823	824	825	826	827	828	829
830	831	832	833	834	835	836	837	838	839
840	841	842	843	844	845	846	847	848	849



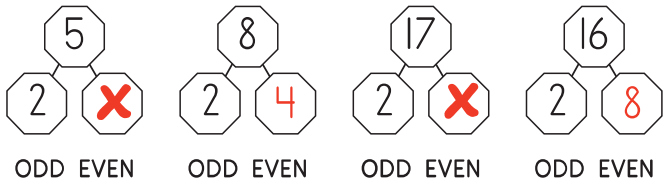
Drill 150

9 × 10 = 90	10 × 10 = 100	2 × 2 = 4
5 × 2 = 10	10 × 6 = 60	5 × 10 = 50
2 × 3 = 6	2 × 10 = 20	2 × 8 = 16
8 × 2 = 16	4 × 10 = 40	9 × 2 = 18
10 × 3 = 30	2 × 4 = 8	8 × 10 = 80
10 × 2 = 20	3 × 2 = 6	10 × 10 = 100
2 × 2 = 4	7 × 10 = 70	6 × 10 = 60
2 × 5 = 10	10 × 7 = 70	10 × 9 = 90
4 × 2 = 8	2 × 1 = 2	6 × 2 = 12
10 × 2 = 20	10 × 5 = 50	10 × 8 = 80
1 × 2 = 2	10 × 1 = 10	10 × 4 = 40
2 × 7 = 14	2 × 9 = 18	2 × 10 = 20
7 × 2 = 14	3 × 10 = 30	2 × 6 = 12

Lesson 151

Doubling and Halving

Fill in the missing number in the number bonds, then circle odd or even. If the number can't be divided by two, write an 'x' for the missing number.



Find the doubles then use the letter clues to solve the riddle.

Double 19 = 38	A	Double 39 = 78	O
Double 36 = 72	B	Double 22 = 44	R
Double 45 = 90	I	Double 30 = 60	W
Double 11 = 22	N		

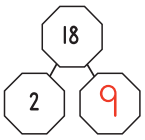
Riddle

What bow can not be tied?

A	R	A	I	N	B	O	W
38	44	38	90	22	72	78	60

Review and Practice

Find the missing number then write the four equations represented by the number bond.



2 × 9 = 18
9 × 2 = 18
18 ÷ 2 = 9
18 ÷ 9 = 2

Fill in the blanks.

quarter to 4 | eight o'clock | half past 7

Calculate:

82 + 11 = 93	25 + 36 = 61	39 − 28 = 11	70 − 44 = 26

Count by ones:

850	851	852	853	854	855	856	857	858	859
860	861	862	863	864	865	866	867	868	869

Drill 151

10 × 4 = 40	1 × 10 = 10	10 × 2 = 20
2 × 2 = 4	4 × 2 = 8	5 × 10 = 50
2 × 9 = 18	2 × 3 = 6	9 × 2 = 18
2 × 6 = 12	2 × 8 = 16	4 × 10 = 40
10 × 6 = 60	2 × 7 = 14	1 × 2 = 2
10 × 9 = 90	10 × 3 = 30	2 × 5 = 10
8 × 2 = 16	10 × 10 = 100	10 × 7 = 70
10 × 2 = 20	5 × 2 = 10	2 × 4 = 8
6 × 2 = 12	7 × 10 = 70	2 × 1 = 2
9 × 10 = 90	10 × 8 = 80	10 × 5 = 50
2 × 10 = 20	3 × 2 = 6	10 × 10 = 100
7 × 2 = 14	6 × 10 = 60	10 × 1 = 10
2 × 2 = 4	2 × 10 = 20	3 × 10 = 30

Lesson 152

Skip Counting and Multiplying

Finish the pattern.

Multiply. Then use the letter clues to solve the riddle.

2 × 4 = 8 O	10 × 8 = 80 A	10 × 6 = 60 N
10 × 5 = 50 W	5 × 6 = 30 E	2 × 8 = 16 D
2 × 6 = 12 H	5 × 3 = 15 N	2 × 3 = 6 H
5 × 1 = 5 V	10 × 10 = 100 B	5 × 9 = 45 E
10 × 4 = 40 U	5 × 4 = 20 Y	2 × 7 = 14 E
2 × 5 = 10 A	2 × 1 = 2 O	5 × 5 = 25 A

Riddle

When is it good to loose your temper?

W H E N Y O U
50 12 30 15 20 8 40

H A V E A B A D
12 10 5 30 10 100 10 16

O N E
8 15 30

Review and Practice

Hudson arranged his toy cars in groups by colour. He made four rows of three red cars and two rows of five blue cars. How many toy cars did he have?

4×3=12
2×5=10

Hudson had 22 toy cars.

Shade the fraction of the shape indicated.

$\frac{2}{8}$ $\frac{1}{4}$ $\frac{5}{8}$ $\frac{2}{4}$ $\frac{3}{8}$

Calculate:

31 + 65 = 96	17 + 77 = 94	46 − 31 = 15	68 − 19 = 49

Count by ones:

870	871	872	873	874	875	876	877	878	879
880	881	882	883	884	885	886	887	888	889
890	891	892	893	894	895	896	897	898	899

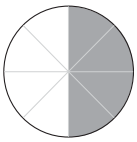
Drill 152

9 × 10 = 90	10 × 10 = 100	2 × 2 = 4
5 × 2 = 10	10 × 6 = 60	5 × 10 = 50
2 × 3 = 6	2 × 10 = 20	2 × 8 = 16
8 × 2 = 16	4 × 10 = 40	9 × 2 = 18
10 × 3 = 30	2 × 4 = 8	8 × 10 = 80
10 × 2 = 20	3 × 2 = 6	10 × 10 = 100
2 × 2 = 4	7 × 10 = 70	6 × 10 = 60
2 × 5 = 10	10 × 7 = 70	10 × 9 = 90
4 × 2 = 8	2 × 1 = 2	6 × 2 = 12
10 × 2 = 20	10 × 5 = 50	10 × 8 = 80
1 × 2 = 2	10 × 1 = 10	10 × 4 = 40
2 × 7 = 14	2 × 9 = 18	2 × 10 = 20
7 × 2 = 14	3 × 10 = 30	2 × 6 = 12

Lesson 153

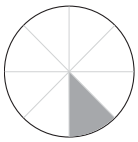
Fractions

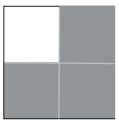
Write the letter over the matching fraction to solve the riddle.

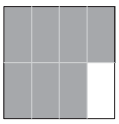

A


C

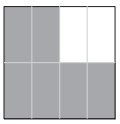

D


E

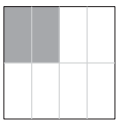

G


H


I


S


T


W

$1/8 = \frac{1}{8}$

When we type, it is easier to write fractions with a diagonal (sloping) bar so you will often see this in books.

Riddle

What is an octopus?

A	C	A	T		W	I	T	H	
4/8	3/8	4/8	1/4		2/8	1/2	1/4	7/8	
E	**I**	**G**	**H**	**T**		**S**	**I**	**D**	**E**	**S**
1/8	1/2	3/4	7/8	1/4		6/8	1/2	5/8	1/8	6/8

Review and Practice

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.

Now circle the even numbers below:

491	585	591	871	757
41	252	121	285	754

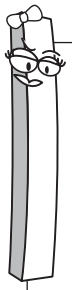
Count by twos:

Calculate:

69 + 20 = 89	66 + 18 = 84	54 − 42 = 12	75 − 17 = 58

Count by ones:

900	901	902	903	904	905	906	907	908	909
910	911	912	913	914	915	916	917	918	919
920	921	922	923	924	925	926	927	928	929



Drill 153

10 × 10 = 100	4 × 10 = 40	3 × 2 = 6
10 × 3 = 30	10 × 7 = 70	10 × 4 = 40
2 × 3 = 6	2 × 9 = 18	2 × 10 = 20
2 × 2 = 4	1 × 10 = 10	7 × 2 = 14
2 × 7 = 14	10 × 5 = 50	10 × 8 = 80
8 × 10 = 80	9 × 10 = 90	4 × 2 = 8
2 × 4 = 8	8 × 2 = 16	2 × 1 = 2
10 × 10 = 100	3 × 10 = 30	5 × 2 = 10
2 × 2 = 4	10 × 2 = 20	9 × 2 = 18
5 × 10 = 50	2 × 5 = 10	2 × 8 = 16
10 × 6 = 60	10 × 2 = 20	10 × 9 = 90
2 × 6 = 12	2 × 10 = 20	6 × 2 = 12
10 × 1 = 10	7 × 10 = 70	1 × 2 = 2

Lesson 154

Riddle

What gets bigger when you turn it upside-down?

Adding with Regrouping

27 + 77 = 104	18 + 39 = 57	32 + 49 = 81	24 + 56 = 80
B	E	H	I
13 + 27 = 40	47 + 28 = 75	34 + 17 = 51	16 + 68 = 84
M	N	R	S
55 + 46 = 101	45 + 17 = 62	16 + 87 = 103	37 + 69 = 106
T	U	X	!

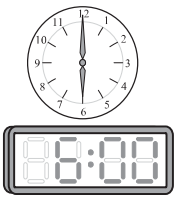
T	H	E		N	U	M	B	E	R		S	I	X
101	81	57		75	62	40	104	57	51		84	80	103

Review and Practice

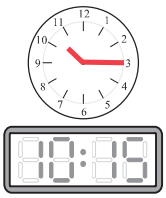
Jenny had twenty-four stickers and shared them between six friends. How many stickers did each friend get? (Hint, draw a picture.)

Each friend got 4 stickers.

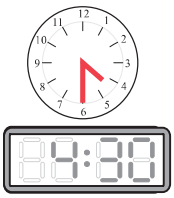
Fill in the blanks.



six o'clock



quarter past 10



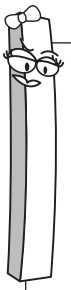
half past 4

Calculate:

22	54	84	88
+50	+37	−82	−79
72	91	2	9

Count by ones:

930	931	932	933	934	935	936	937	938	939
940	941	942	943	944	945	946	947	948	949



Drill 154

9 × 2 = 18	10 × 8 = 80	2 × 5 = 10
10 × 2 = 20	5 × 2 = 10	10 × 1 = 10
10 × 7 = 70	1 × 10 = 10	5 × 10 = 50
2 × 10 = 20	7 × 10 = 70	2 × 9 = 18
2 × 8 = 16	8 × 10 = 80	8 × 2 = 16
4 × 10 = 40	2 × 2 = 4	6 × 2 = 12
4 × 2 = 8	2 × 3 = 6	2 × 7 = 14
2 × 6 = 12	10 × 10 = 100	2 × 2 = 4
1 × 2 = 2	10 × 10 = 100	10 × 3 = 30
2 × 4 = 8	6 × 10 = 60	10 × 6 = 60
2 × 1 = 2	2 × 10 = 20	7 × 2 = 14
9 × 10 = 90	10 × 4 = 40	10 × 9 = 90
3 × 2 = 6	10 × 5 = 50	10 × 2 = 20

Lesson 155

Measuring and Comparing

Find the length of each line to the nearest centimetre (cm).

4 cm

6 cm

3 cm

8 cm

Which unit of measure (metres or centimetres) would be most appropriate to measure the following things. (In real life, not the pictures!)

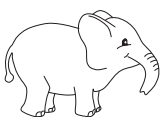
m **cm**

m **cm**

m **cm**

m **cm**

m **cm**



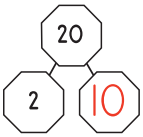
m **cm**

Review and Practice

Calculate:

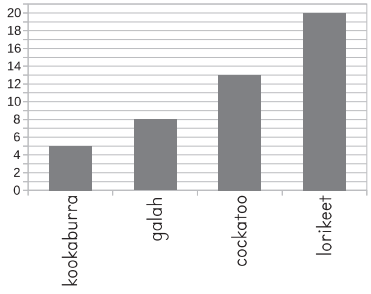
36	33	64	85
+43	+18	−64	−77
79	51	0	8

Find the missing number then write the four equations represented by the number bond.



2 × 10 = 20
10 × 2 = 20
20 ÷ 2 = 10
20 ÷ 10 = 2

Birds Visiting Cookie's Backyard



How many more cockatoos than galahs visited Cookie's backyard?

6

What was the least common bird visiting Cookie's backyard?

kookaburra

Count by ones:

950	951	952	953	954	955	956	957	958	959

Drill 155

9 × 10 = 90	10 × 2 = 20	2 × 2 = 4
3 × 10 = 30	10 × 5 = 50	10 × 1 = 10
7 × 10 = 70	1 × 2 = 2	10 × 3 = 30
2 × 7 = 14	7 × 2 = 14	10 × 2 = 20
4 × 2 = 8	2 × 2 = 4	5 × 10 = 50
2 × 10 = 20	2 × 9 = 18	10 × 9 = 90
10 × 7 = 70	2 × 1 = 2	8 × 2 = 16
8 × 10 = 80	6 × 2 = 12	3 × 2 = 6
2 × 6 = 12	2 × 4 = 8	2 × 5 = 10
5 × 2 = 10	6 × 10 = 60	1 × 10 = 10
4 × 10 = 40	2 × 3 = 6	10 × 4 = 40
10 × 6 = 60	10 × 8 = 80	2 × 10 = 20
10 × 10 = 100	9 × 2 = 18	2 × 8 = 16

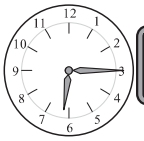
Lesson 156

Time

Make the digital clock read the same as the analog clock then write the time in words.

Example

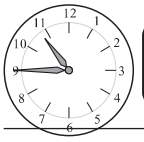
quarter to 7



quarter past 6

half past 7

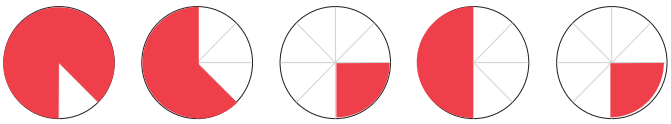
two o'clock



quarter to 10

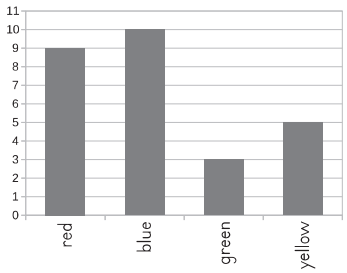
Review and Practice

Shade the fraction of the shape indicated.



$\frac{7}{8}$ $\frac{5}{8}$ $\frac{2}{8}$ $\frac{4}{8}$ $\frac{1}{4}$

Cookie's Friends' Favourite Colours



What were the two most popular favourite colours of Cookie's friends?

blue and red

How many people liked the least favourite colour?

3

Calculate:

59 + 10 = 69	77 + 16 = 93	27 − 24 = 3	60 − 35 = 25

Count by ones:

960	961	962	963	964	965	966	967	968	969

Drill 156

2 × 2 = 4	3 × 2 = 6	7 × 10 = 70
6 × 2 = 12	6 × 10 = 60	2 × 6 = 12
2 × 3 = 6	2 × 9 = 18	8 × 10 = 80
10 × 9 = 90	2 × 8 = 16	8 × 2 = 16
2 × 10 = 20	2 × 10 = 20	2 × 4 = 8
10 × 1 = 10	10 × 5 = 50	2 × 5 = 10
5 × 2 = 10	7 × 2 = 14	10 × 2 = 20
10 × 4 = 40	10 × 2 = 20	1 × 2 = 2
4 × 2 = 8	5 × 10 = 50	2 × 2 = 4
10 × 7 = 70	10 × 8 = 80	10 × 10 = 100
9 × 10 = 90	10 × 6 = 60	3 × 10 = 30
9 × 2 = 18	10 × 3 = 30	2 × 1 = 2
10 × 10 = 100	1 × 10 = 10	4 × 10 = 40

Lesson 157

Subtraction with Regrouping

Solve the following subtractions, then use the letter clues to solve the riddle.

96 - 59	94 - 69	94 - 46	67 - 49
37	25	48	18
A	B	C	E

93 - 78	83 - 39	95 - 37	76 - 57
15	44	58	19
I	L	M	N

75 - 68	85 - 55	71 - 49	96 - 16
7	30	22	80
O	P	T	U

Riddle

What kind of table has no legs?

A	M	U	L	T	I	P	L	I	C	-
37	58	80	44	22	15	30	44	15	48	

A	T	I	O	N		T	A	B	L	E
37	22	15	7	19		22	37	25	44	18

Count by fives:

Fill in the blanks.

Calculate:

76 + 10	14 + 49	39 − 35	96 − 27
86	63	4	69

Count by ones:

970	971	972	973	974	975	976	977	978	979

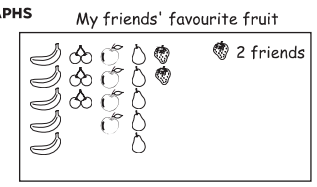
Drill 157

9 × 10 = 90	10 × 2 = 20	2 × 2 = 4
3 × 10 = 30	10 × 5 = 50	10 × 1 = 10
7 × 10 = 70	1 × 2 = 2	10 × 3 = 30
2 × 7 = 14	7 × 2 = 14	10 × 2 = 20
4 × 2 = 8	2 × 2 = 4	5 × 10 = 50
2 × 10 = 20	2 × 9 = 18	10 × 9 = 90
10 × 7 = 70	2 × 1 = 2	8 × 2 = 16
8 × 10 = 80	6 × 2 = 12	3 × 2 = 6
2 × 6 = 12	2 × 4 = 8	2 × 5 = 10
5 × 2 = 10	6 × 10 = 60	1 × 10 = 10
4 × 10 = 40	2 × 3 = 6	10 × 4 = 40
10 × 6 = 60	10 × 8 = 80	2 × 10 = 20
10 × 10 = 100	9 × 2 = 18	2 × 8 = 16

Lesson 158

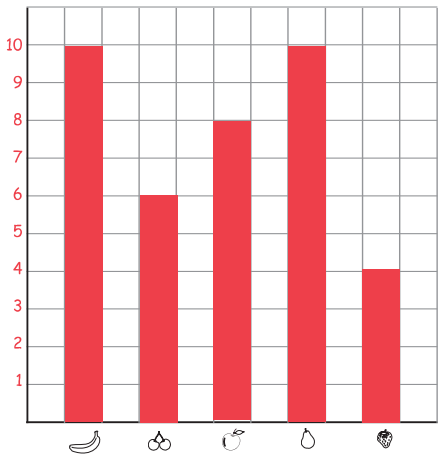
Bar Graphs

James surveyed his friends to find their favourite fruits. He made a pictogram from the results (shown right). Use his pictogram to complete the table below and make a bar graph.



10	6	8	10	4

Fruit People Like

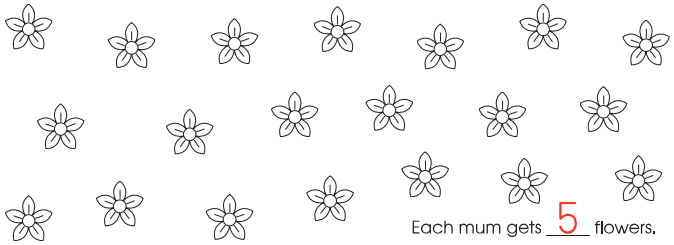


Review and Practice

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.
Now circle the even numbers below:

839	780	80		601	120		
821	994	560		221	250		

Share 20 flowers between 4 mums.



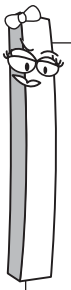
Each mum gets 5 flowers.

Calculate:

44	71	58	65
+14	+19	−44	−27
58	90	14	38

Count by ones:

980	981	982	983	984	985	986	987	988	989



Drill 158

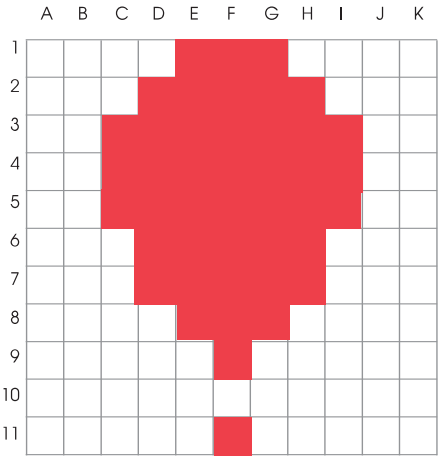
3 × 10 = 30	10 × 1 = 10	2 × 2 = 4
5 × 2 = 10	10 × 5 = 50	10 × 2 = 20
2 × 10 = 20	2 × 6 = 12	7 × 2 = 14
8 × 10 = 80	10 × 10 = 100	8 × 2 = 16
4 × 2 = 8	10 × 8 = 80	2 × 5 = 10
10 × 4 = 40	3 × 2 = 6	10 × 10 = 100
2 × 1 = 2	10 × 9 = 90	2 × 2 = 4
2 × 10 = 20	6 × 10 = 60	2 × 7 = 14
9 × 10 = 90	1 × 2 = 2	6 × 2 = 12
2 × 8 = 16	7 × 10 = 70	1 × 10 = 10
10 × 6 = 60	10 × 3 = 30	2 × 3 = 6
2 × 4 = 8	5 × 10 = 50	4 × 10 = 40
10 × 2 = 20	2 × 9 = 18	9 × 2 = 18

Lesson 159

Position and Direction

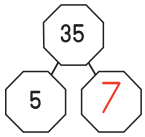
Follow the instructions to draw a mystery object on the grid at the bottom of the page. You may use any colour pencil you like but colour neatly and carefully.

1. Colour in square E1.
2. Colour in the two squares that are to the right of E1.
3. Colour in square D2.
4. Colour in the next four squares to the right of square D2.
5. Colour in square C3.
6. Colour in square I3.
7. Colour in all the squares between C3 and I3.
8. Make lines 4 and 5 look like line 3.
9. Colour in square D6.
10. Colour in the next four squares to the right of D6.
11. Make line 7 look like line 6.
12. Colour in square E8.
13. Colour in the next two squares to the fifth of E8.
14. Colour in square F9.
15. Colour in square F11.
16. For a challenge, copy the OUTLINE of the picture you just drew on another grid and decorate it.



Review and Practice

Find the missing number then write the four equations represented by the number bond.



5 × 7 = 35 35 ÷ 5 = 7
7 × 5 = 35 35 ÷ 7 = 5

Shade the fraction of the shape indicated.

$\frac{5}{8}$ $\frac{6}{8}$ $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$

Calculate:

27	83	67	78
+70	+8	−23	−19
97	91	44	59

Count by ones:

990	991	992	993	994	995	996	997	998	999
1000									

Woo hoo! You just finished counting all the way to 1000!

Drill 159

7 × 10 = 70	2 × 5 = 10	4 × 2 = 8
2 × 10 = 20	10 × 4 = 40	10 × 10 = 100
10 × 9 = 90	2 × 8 = 16	2 × 1 = 2
2 × 3 = 6	1 × 2 = 2	2 × 9 = 18
5 × 10 = 50	3 × 2 = 6	8 × 2 = 16
2 × 7 = 14	10 × 3 = 30	10 × 1 = 10
10 × 8 = 80	10 × 2 = 20	2 × 2 = 4
3 × 10 = 30	8 × 10 = 80	10 × 5 = 50
10 × 6 = 60	7 × 2 = 14	10 × 7 = 70
2 × 6 = 12	1 × 10 = 10	10 × 2 = 20
6 × 10 = 60	10 × 10 = 100	9 × 10 = 90
2 × 10 = 20	6 × 2 = 12	5 × 2 = 10
9 × 2 = 18	4 × 10 = 40	2 × 2 = 4

Lesson 160

Checkpoint 20

Write each of the numbers below on the place value chart and in expanded form.

	h	t	o
520	5	2	0

520 = 500+20

	h	t	o
906	9	0	6

906 = 900+6

Solve.

32 + 25	54 + 39	65 - 23	96 - 79
+	+	-	-
57	93	42	17

Use the clues to colour the shapes. Then match the names to the shapes.
No shape is the same colour as another shape.
The shapes are either red, blue or green.
The shape with only one straight side is not red or blue.
The shape with no straight sides is next to the blue shape.

semicircle square circle

Count the money and write the total on the line.

25c

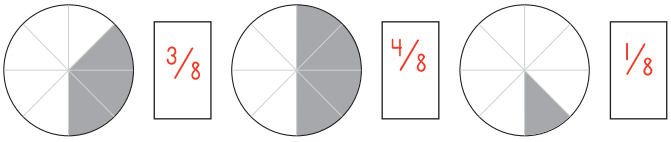
$10

Fill in the missing numbers:

	38	
47	48	49
	58	

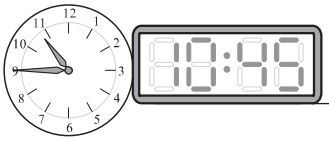
5		7
	16	
25		27

Write what fraction of the shape is shaded.



3/8 4/8 1/8

Write the time in words and make the digital clock tell the same time



quarter to 11

Fill in the blanks... An even number ends with 2, 4, 6, 8 or 0.
Now circle the even numbers below:

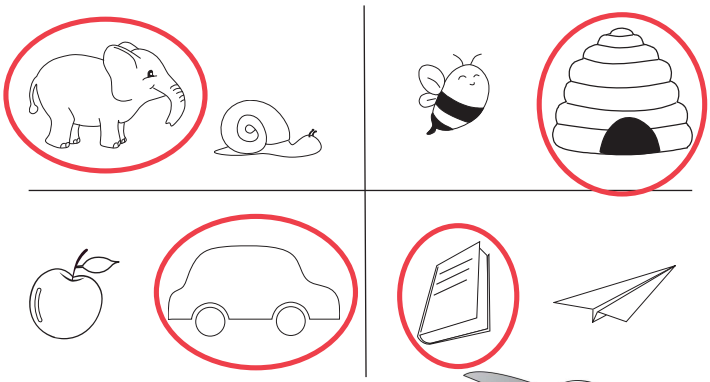
580	118	853	19	455
446	779	326	288	576

Find the length of each line to the nearest centimetre (cm).

3 cm

7 cm

Circle the heaviest object in each pair.



Great work, kid! You've gotten to the end of year 2 and learned lots of new maths skills. Have a great holiday and get ready to meet my friend, Dan, in level D!